

June, 1960

the
**AMERICAN
SCHOOL BOARD
JOURNAL**
a periodical of school administration

ACCELERATION?

See Page 11





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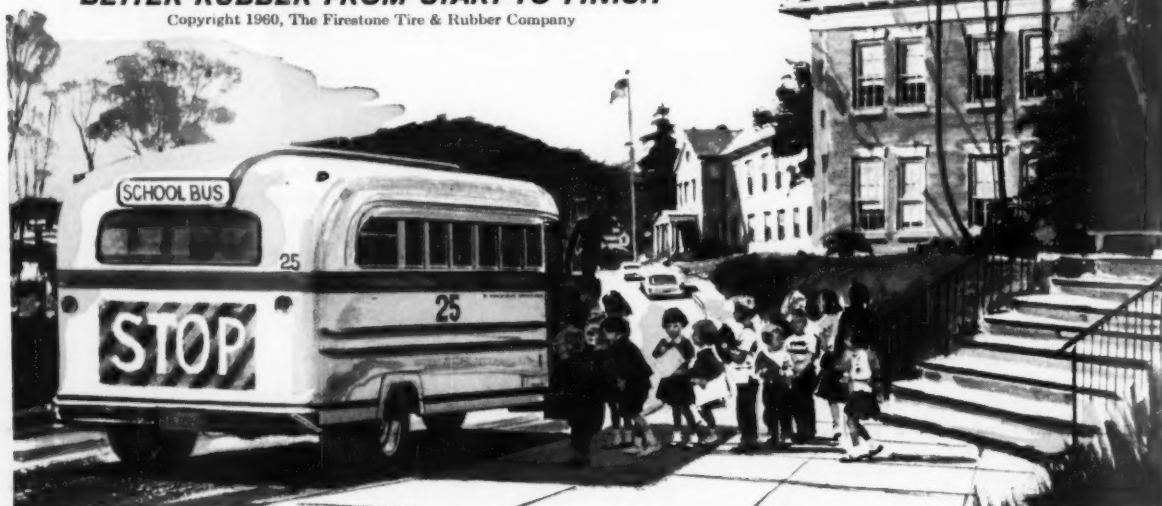
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SUBSCRIPTIONS. In the United States, Possessions, and Canada, \$4.50 a year, payable in advance. Two-year subscriptions will be accepted at \$7.50. In all foreign countries, \$5.50, two years at \$9.50. Single copies, 30 cents. When you have a change of address kindly report it to us at once. Send us your old as well as your new address and be sure the Postmaster is notified. Postal regulations restrict forwarded service on magazines to two issues only. Notice of discontinuance of subscription must reach the publication office in Milwaukee at least 15 days before expiration date.



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Your JOURNAL for June...

Investigations of merit plans now in use in various school districts, in colleges, and in industry indicates that the merit principle can be functionalized, according to a discussion (pg. 14) in your JOURNAL for June on the administrative requirements of a merit plan. The discussion points out the importance of designing the merit plan through the joint operation of the board, the teaching staff, and the administration. You won't want to miss this article, especially if you're thinking of setting up a merit policy in your own district.

In selecting a new superintendent, school boards are pretty much left to their own devices. Yet the selection of a qualified person for the position of superintendent is more important than any other job the board performs. Your JOURNAL brings you a report (pg. 17) on how two districts in New York effectively used committees of professional educators in selecting a chief executive for their schools.

It is important today that the public have a positive attitude toward our schools. The building up of this attitude must be a continuing activity in the form of a forceful, effective public relations program. Your JOURNAL for June presents an analysis of the characteristics of a good public information program and the weaknesses that frequently appear in such a program.

Other areas of thought in your JOURNAL this month: (1) equalization in school financing has been a major topic for debate for several years in many states. Your

For your index...

An Index to Volume 140, January to June, 1960, has been prepared. For your free copy, address a post card to Bruce-Milwaukee, P.O. 2068, Milwaukee 1, Wis., asking for index 140.

OUR COVER...

The cover article (pg. 11) is a systematic discussion on the methods of acceleration as a means of educating the gifted, the best times to accelerate, and the amount of acceleration that is desirable.

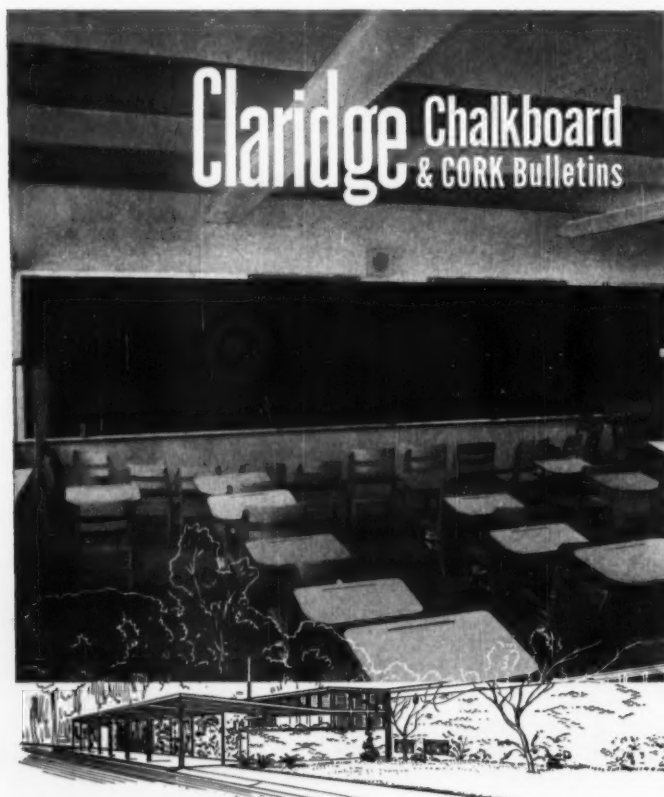
JOURNAL gives a warning (pg. 31) to school boards to beware of false equalization; (2) the results of a study (pg. 19) on the usage of written board policies, the techniques of groups utilizing board policies, the more common areas of content of written policies, and whether the results obtained through the use of policies were helpful in operating schools; (3) the story (pg. 23) of the closing of the schools in Aldine, Texas, due to an overly economy-minded board.

These, of course, are only the highlights of this issue. Don't forget to look at the regular departments, too, especially the report (pg. 8) on the NSBA convention in Chicago.

for July...

Lately, there has been a great increase in vandalism to school property. As one means of stopping this trend, almost half of the state legislatures have enacted some type of parent responsibility laws within the past five years. The JOURNAL brings you an explanation of these laws as well as a list of the states that have them.

The Editor



Broadmoor Elementary School, Baton Rouge, La.

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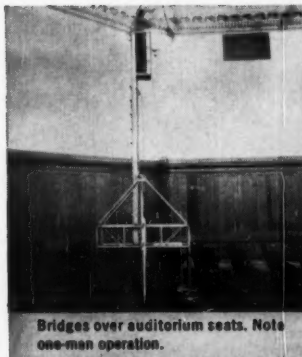
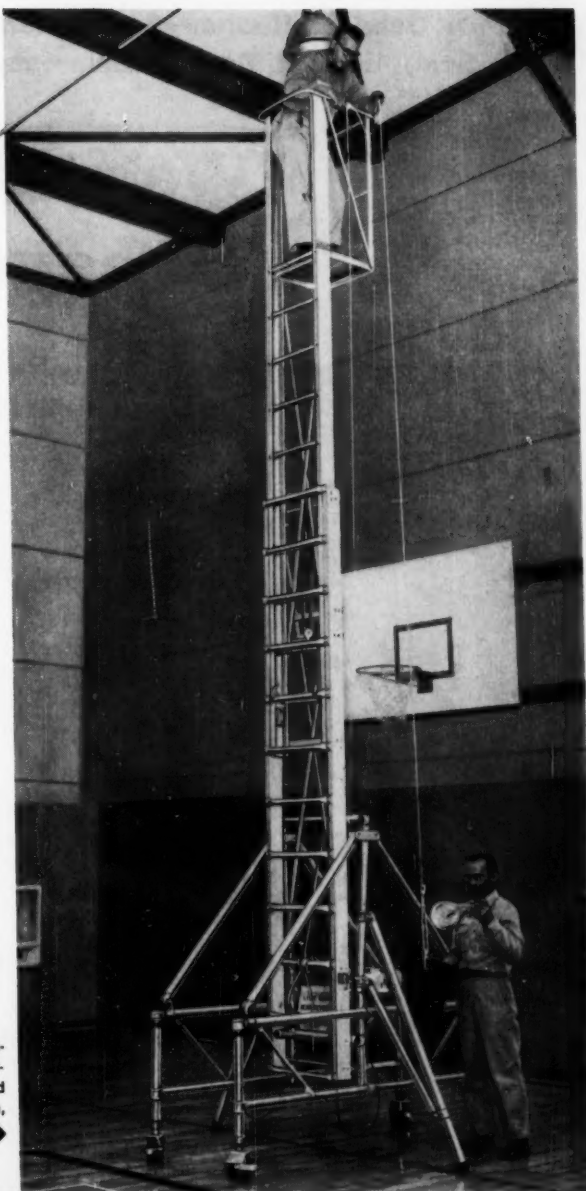
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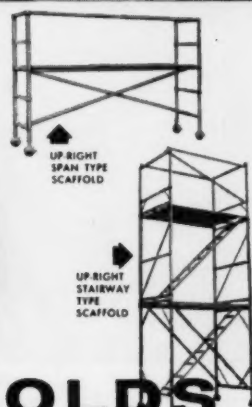
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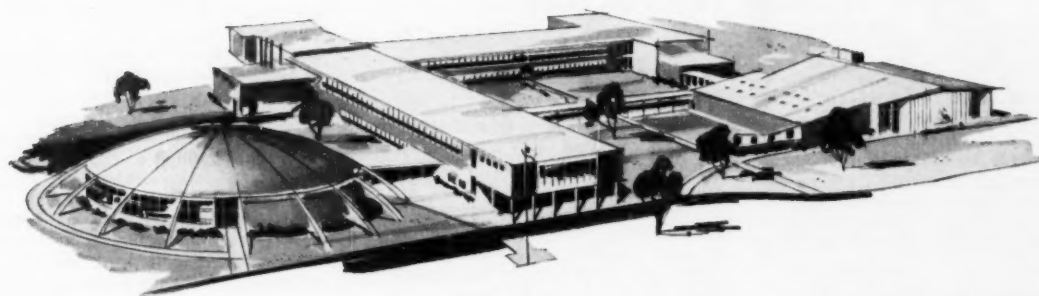
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N. S. B. A. REPORT

the 1960 NSBA convention

DEFINING EDUCATION FOR WORLD LEADERSHIP

The 3000 board members who gathered in Chicago's Conrad Hilton Hotel for the 1960 convention of the National School Boards Association learned about the gigantic task required to provide the children of their community's schools with an "Education for World Leadership." The meetings were held April 24 to 27.

The President's Message

Setting the framework for the addresses and discussion sessions which developed the above theme of the convention, Robert E. Willis, NSBA president from Bradenton, Fla., stated that: "Education for World Leadership" is a true reflection of how we board members must view our larger problems. The day-to-day problems of getting enough good teachers, building the right type of buildings at the right place, paying for all we must have—these are by no means solved. We must continue to cope with them. But there is a new element with which we must deal. Our main job has always been to provide the kind of education for our boys and girls that our communities require. Beyond that, of course, we have a leadership function to upgrade attitudes and thinking about education. And today, we have come to realize that we've still got to do those jobs, but we've got to do them in a way that takes into account the world situation."

Two priorities following from this theme and reflected by the convention program, according to President Willis are Americans' need to (1) understand, accept, participate in, and defend our own "social, political, and economic system," as well as the "peoples and systems of other nations"; and (2) "improve human relationships through better interpersonal, intergroup, and international communication."

To examine fundamental ramifications of this theme, a fine program of keynoters and three sessions of 15 meetings each attempted to help the attending board members create, as President Willis said, "a system of universal public education that will produce an educated and wise citizenry capable, to the extent that these matters are in our hands, of securing peace and freedom throughout the world."

Main Speakers

The comments of a trio of the main speakers pointed up essential goals especially salient to world leadership education:

1. William F. Quinn, governor of Hawaii, believed that teaching students to love freedom and to defend it in intellectual as well as physical contest is the great task of United States schools. "The cause of freedom demands articulate champions. . . . Above all else, tomorrow's leaders of the free world must be passionately devoted to freedom. . . . He must study the great ethical and philosophical traditions which give rise to our concepts of the dignified nature of man."

2. Franklin K. Patterson, director, Tufts Civic Education Center, and professor of civic education at Tufts University, Medford, Mass., charged that "the social studies curriculum of the American high school is obsolete and dangerously so. It provides less than adequate treatment for today's pressing problems and barely touches on the lands that lie outside the Western world."

"The difficult and controversial areas of public affairs are avoided altogether in far too many classrooms. The social sciences other than history and government are largely ignored."

Stressing the needs of citizenship education in high schools, Dr. Patterson urged boards to "critically re-examine what we are doing in high school education for civic responsibility, that we will ask how we can rise above even the best that we are now doing to regain the initiative, civic commitment, and effectiveness that our nation must have in a world struggling to live and be free."

3. Vera Micheles Dean, professor of government at the University of Rochester, held that the study of non-Western areas should be recognized as just as essential for modern education as the study of outer space. How can students, she asked, cope with the problem of living in harmony with other nations if they know nothing of the histories and problems of those nations?

Developing these and similar comments of the general session speakers were discussion groups in such topics as "How can we improve the teaching of history for the development of better citizens?" "The community approach to citizenship," "Education for citizenship—how can we provide our schools with teachers qualified to do the job?" etc. In addition, the role of community organizations, adult education, research, etc., in citizenship education was thoroughly reviewed.

Other Facets

Apart from drawing out issues inherent in the main theme, other speakers and discussion sessions analyzed the perennial—and still challenging—board convention topics—board policies, public relations, building construction, staff utilization, and finance.

(Concluded on page 52)

Right, executive director W. A. Shannon with newly-elected officers. Left to right: Shannon; R. O. Frantz, president; T. C. Sargent, first vice-president; and C. M. Higley, second vice-president. Not pictured, Mrs. F. L. Paul, treasurer. Below, a view of the ballroom.



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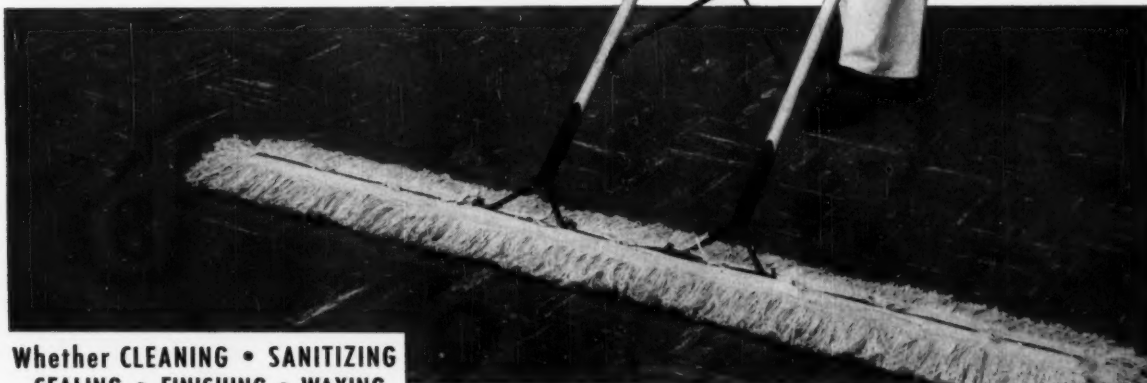
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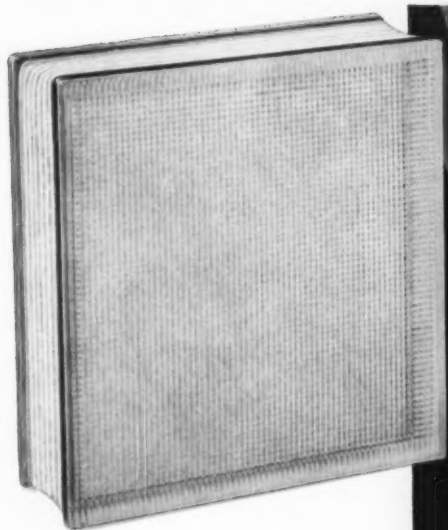
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June, 1960

On the education of the gifted —

Methods of Acceleration

D. A. WORCESTER

Visiting Professor, University of Wisconsin, Madison

In the September, 1959, issue of the *SCHOOL BOARD JOURNAL*, Vera Miller reported an excellent study concerning the education of the gifted. She concluded, among other things, that acceleration yielded good results without injury to the personality or the social development of the children studied. This is in confirmation of many other studies.

Not only is acceleration a good method of treating the gifted, especially in smaller schools where facilities for special groups are not easily available, but it is one of the normal outcomes of special grouping itself. In addition to the provision in such groups for the incentives to high achievement, as well as for enrichment, practically all possible dangers resulting from acceleration can be avoided.

Despite such studies as that reported by Mrs. Miller, many educators are still reluctant to recommend acceleration and are not familiar with the many ways in which acceleration may be accomplished. Nor has there been much discussion concerning the best time to accelerate or the amount of desirable acceleration. It would seem desirable, therefore, to present rather systematically the whole topic of acceleration.

Acceleration is not being advocated here in opposition to enrichment practices. Means of enrichment should always be sought. But many able children should be allowed to progress with their formal education at a rate more rapid than that required for the less able. It should

be remembered, too, that most youngsters who are gifted intellectually are more mature physically and socially than the average so that some acceleration is necessary if we are to keep them with their peer group.

Historically, acceleration has been the most common method of adjusting to the needs of the rapid learner. Seventy-five and indeed even 50 years ago children moved through school at pretty much their own pace. When they were ready for another level they went on to it. There were very few formal rules, as there are now, *holding them back*. It may be well to recall that our system of organizing children into grade levels arose from administrative convenience. When, because of increasing numbers we had more than could be handled in one room, we had to divide the groups — and, naturally, the younger ones were put into one room and the older ones in another. With more children we had to have three rooms, and so on. The result has been to make classifications increasingly rigid. In the past few decades, the lockstep for most children has become more fixed than ever before. We sentence pupils to a standard term with no time off for good behavior. This was found to be unsound procedure in penology many years ago.

Methods of Acceleration

Concerning specific methods of acceleration: One way is to allow children to enter kindergarten or first

grade at an age earlier than that set for the group as a whole. The rigid adherence to a cutoff date works unreasonable handicaps to even average children. Suppose that a child is born one day "too late" and has a brother or sister who lacks just two days of being a year younger than he. In many places the older one must wait a year before starting school and then must start in the same grade as the younger sibling. This actually happens and is not good for either child. Now let us suppose, as is sometimes the fact, that the older child has an IQ of 120, which means that he is 6 years of *mental age* at the time he reaches his fifth birthday. He is already a year older mentally than the average of those who are entering the kindergarten. If we make him wait another year he will, assuming that his IQ remains constant, have a mental age of 7 years and 3 months — more than two years ahead of those with whom he will be classified, one of whom may be his younger brother.

This is absurdly unfair and wasteful of human ability but it is what most of the schools in this country are doing. Extensive studies in Nebraska and in Brookline, Mass., have shown that children who have been admitted to kindergarten early on the basis of tests have succeeded far better than the academically and socially average not only in the early grades but through adolescence. We are, then, doing a serious personal and educational injustice to children

if we set an arbitrary date for school entrance and allow no exceptions.

Primary Unit Plan

Another means of acceleration is gaining favor rapidly. It is the primary unit plan whereby kindergarten, grade one, and so on, are not considered separately but are grouped together. (It may be the work of grades 1, 2, and 3.) Then the child is allowed to progress through this unit more or less according to his ability. If he completes the work in two years, he may go on. Or, it may take him four years. In some communities they are doing the logical thing and having the next conventional three grades also combined into a unit.

Skiping

Then there is "skiping," which as such is not in great favor. It is the method, though, which is and always has been the most commonly employed. By skiping is meant advancing a child from one grade to a higher one because he seems to be doing exceptionally well in the grade in which he has been placed. It must be admitted that follow-up studies have shown that children who have been skipped have almost always succeeded in the grades into which they have been advanced. However, there is the ever-present danger that some essential content material may have been lost. Skiping of this kind is not often necessary in these days. Where the unit plan is utilized, the matter is taken care of automatically. A pupil goes on when he has completed the work and does not miss anything.

Even without the unit plan, acceleration is possible without skiping. There are excellent diagnostic tests easily available. With the help of these and the observations of the teacher, it can be determined if the advancement will result in gaps in content, and opportunity can be given to fill any gaps which appear. A bright child can usually do this, along with the regular work. Or, he can secure a little tutoring. Summer work of four weeks or so may enable a child to save a full year—with no danger of loss.

Extra Subjects

Acceleration is also possible by taking extra subjects in high school or college. Some persons believe in letting individuals take extra subjects when they have time but do not think they should receive credit this way in order to finish earlier their formal education. One school set up two sections of advanced

mathematics, one for those who wished to accelerate and one for those who wished it for enrichment only. The students chose the one they preferred. The content of the sections was exactly the same. This may be a good way to do it. There are some pupils who should *not* accelerate. It was noted, however, that in the second year of the plan, almost all students took the work for acceleration. Whether or not the extra subject is taken for acceleration, the records show that most children in these classes continue to do top work in their other subjects.

Credit by Examination

Still another means of acceleration is to give credit by examination without requiring a student to be enrolled in the course. This is being done quite frequently. Those who have discovered things on their own, who have learned outside of class, are allowed to prove their competency by examination and if they have sufficient knowledge, are given credit. There are some teachers who seem to think that nothing can be learned unless they teach it, that knowledge is not real knowledge unless it proceeds from their own wise mouths. Some colleges take the position that a student cannot learn unless he be taught by an accredited member of the faculty. Some will not give credit for a course not listed in their offerings. But things are getting better. Some youngsters in junior high school had a wise teacher who got his pupils interested in a science museum. Some of them became interested in collecting snakes; some went out on a summer expedition with a museum party and helped uncover and prepare paleontological specimens. There was no course covering these things in the school curriculum. But someone had the idea: Why not let the boys take an examination set by a university professor and have high school credit? It was done. This not only seems to be reasonable but highly desirable. In many undergraduate colleges now a student may earn a large proportion of his credits toward graduation by examination if he wishes. For the gifted individual, this is an immensely valuable possibility.

Longer School Year

One more possibility of acceleration is the longer school year. This may be accomplished in various ways. The simplest thing is to permit young people to go to summer school. More and more persons are finishing college in three calendar years this way. It is proposed by some that

high school and perhaps elementary school youngsters similarly use the summers for school. No one has demonstrated that American children are so exhausted by the work of the school in nine months that they require three months in the summer to recuperate. Few children than formerly are needed to work in the summer to provide for the economic necessities of the family.

There are proposals, too, to lengthen the school day or to add Saturday classes. Usually these propositions have not been put forward as means of acceleration, but in some instances they might be used for that purpose. Many bright children can do in three days what the class as a whole does in five. By using Saturday morning for classes, these pupils could take two courses, three days a week each, and thereby get through earlier. Indeed, some schools are now providing three-day or even two-day schedules of certain classes for the gifted.

Some children secure some acceleration through the weighted-credit plan. It is apparently not widely used but it is liked by some. More credit is given for "A" work than for "B" work, and so on. Those who do not like the plan object that some children are given more credit than others for the same course. The counterargument is that the one who does "A" work actually has done more work; he knows more, and should be recognized for it.

Correspondence courses are being used increasingly for purposes of acceleration. These obviously have special value in small schools and rural areas where there are no facilities for a large number or a wide range of courses. We must not forget that many gifted children live in small places and cannot have the advantages of large high schools. There are several places now where correspondence courses may be obtained to cover the work at almost every level from elementary school through college.

Two plans for acceleration have had wide attention in recent years. Both were sponsored by the Fund for the Advancement of Education. The Fund, in co-operation with about a dozen universities, underwrote an experiment in which bright students were admitted to college from the 10th or 11th grade without high school graduation. Special care was given to a definite means of evaluating the program. The results have been published in a volume entitled *They Went to College Early*. These early entrants to college succeeded academically, had more than their

"A policy which encourages setting aside . . . rules in order to care for the needs of the individual . . . will save many gifted minds from disinterest and defeat. . . ."

share of honors, engaged in activities, and were accepted by their peers. These successes were compared with groups matched according to ability but who entered in the conventional way. A team of psychiatrists checked carefully and found no more personality difficulties in the younger students than they found in the comparison groups. Some of the early entrants had difficulties, to be sure, but so did some of the others. It is interesting that every one of the institutions which participated in this experiment is on record as being willing to accept students for early entrance upon evidence of their abilities and recommendations of their principals.

Advanced Placement Exams

The second plan mentioned, which was sponsored by the Fund for the Advancement of Education, is the Advanced Placement Examination. High schools are encouraged to give advanced courses to the very capable students. Then these students are given examinations by local colleges or by some designated agency and if a satisfactory mark is obtained, credit is given toward graduation from the college. For a long time some universities have, on the basis of examinations, excused students from certain requirements. Usually, however, some other subjects have been required. Under the plan described, one may actually accumulate college credit. This plan is being used widely and is spreading rapidly. Most secondary school people prefer this to the early entrance scheme. It does not take their star performers away from them. Many parents prefer it as their children stay at home longer. Certainly the plan is working and many young people are entering college with several hours of credit already completed.

Every one of the means of acceleration which we have discussed has yielded good results. Each has its advantages. It is hard to prove which really is the best. A good many studies have been made to see what has happened to those who have been accelerated. The results are encouraging. The students have been able to find jobs when through school; they have become established in their vocations without difficulty. Terman's famous investigation showed that those who had been accelerated

most achieved the highest success. As mentioned earlier, the academic advantage has not been at the cost of personality or social development. Indeed, there have been many studies showing these positive values of acceleration. There are no studies to the contrary which have come to this writer's attention.

There are a few other problems which should be mentioned. How much acceleration should there be and when is the best time for it? The investigations uniformly agree that one or two years of acceleration is desirable for children of IQ 125 or more and in whom there are not special conditions making it undesirable. This, again, does not mean that all gifted children should be accelerated or that they should always be accelerated two years, but, for most of them, this is a safe amount. There is little, if any, evidence as to the effect of more than two years of acceleration. We have individual records of those who have been advanced more than that and generally the results reported have been good. But the failures probably have not been reported and the number of cases recorded are few. It may well be that more than two years for those of extremely high ability may sometimes be a good thing. When we recall the added years of training which are being required of those who are to go far in their professions, and when we realize that it is the gifted from whom are selected those who will be required to have this long period of training, we must accept the idea that anything which will promote their progress is desirable. If they are not accelerated, they will not be able to get into their life occupations until an older age than formerly.

Best Times to Accelerate

There remains one question: When is the best time to accelerate? There is much disagreement on this. Some argue that it should *not* be done in the early years because we should not deprive children of their childhood. They ought to have lots of time to play before facing the serious tasks of life. Babyhood is assumed to be the happiest time of life, and youth the next happiest. Do we know when the happiest period of life is? The late Superintendent William McAndrew of the Chicago

schools used to say that the man who said youth is the finest period of life is not showing proper respect for his wife. In any event, are we sure that we make anyone happier by treating him as a baby after he has developed beyond babyhood? When children are able, they want to do things, and to refuse to let them do them is not to increase their happiness.

In the judgment of this writer, the best time to accelerate is at the time of entrance to school. The child fits easily into his group, there is no question of skipping material, he does not get into the habit of loafing because of boredom. If not by early entrance, then acceleration, should be done as early as possible so that the child will be more likely to keep his enthusiasm for learning. The early grades are those in which children get the tools of learning. When they have the tools, they should be allowed to use them. Enrichment is more enriching in later years when children have the benefit of increased maturity and experience. Very important, too, is the evidence that the under-achieving gifted child becomes that way before the sixth grade. However, there are those who bloom late and those who for some reason were overlooked in earlier years. Acceleration, then, should be done at any time when the evidence indicates that the individual will profit from it. The college age is not too late for many.

For those for whom a second or even a third year of acceleration is desirable the answer is, the move should be made when they are ready for it. The over-all development of the person and the facilities of the local school should always be considered. In a small school, for example, in which the possible selection of courses is narrow, acceleration is especially important so that the individual may get on to college or university with its wide offerings.

In dealing with problems of acceleration, two points should be kept in mind: (1) We have overwhelming evidence that acceleration sensibly administered produces good results in gifted children with no harmful effects on personal or social adjustment. And, (2) if we do not allow an individual to progress at something like his own rate, *we are hold-*

(Concluded on page 51)

The Administrative Requirements for a Merit Plan

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The investigation of merit plans now in operation in selected public school districts, in industry, colleges, and in government service indicates that the merit principle can be functionalized. Basic principles of administration are evident for the use of those persons who may be interested in instituting a merit program in a public school system. From the basic principles identified, it is apparent that a merit policy should be designed through a co-operative endeavor of all those groups that will be concerned with the policy. A merit policy does not function if it is not accepted by the professional staff with whom it is to be used. The most successful, identified method of obtaining such staff acceptance is to insure that a co-operative effort of the staff, the board, and the administration is used to arrive at the design of the merit policy.

Honesty of purpose is another fundamental necessity for a successful merit program. Merit is not a means of reducing the amount of money to be spent on staff salaries. In fact, the salary item is considerably higher under a functional merit program than under a traditional salary scale. The purpose must be a positive one. An acceptable purpose is to develop and maintain an improved professional level of the instructional staff. Such an objective, if gained, may well bring about the improvement of instruction which the majority of the boards of education now having a merit policy indicate as their major purpose. If professional integrity on the part of the administration has been consistently on a high plane, the purposes and objectives of the merit plan will be more readily acceptable by the teaching staff.

The mechanics and the criteria for professional evaluation should also be a co-ordinated and co-operative undertaking. The board of education, the administration, and the teaching staff should work jointly on all factors of the basic merit policy. A most important factor which should be carefully studied is the scheme of evaluative mechanics to be used. Experience indicates that evaluation must be based upon sufficient professional evidence which is best collected over a span of time from a variety of sources. The annual rating, which should be done by more than one rater, is a part of, but would not be the entire evidence available. Other sources are the professional record of the teacher, remarks of co-workers, students and parents, professional contributions made by the teacher, and an annual teacher's self-rating. On the basis of such accumulated professional evidence, a staff member would undergo an evaluation at certain stages of his professional status within the merit structure adopted by the local board of education. The evaluation itself is best accomplished by a joint committee which would include administrative and teaching staff representatives.

A merit program, if it is to achieve any goal that may be established for it, should be financially worth while for the staff. Salaries should be realistic and be anywhere from 50 per cent to 100 per cent above the general salary scales paid in the area. The regular salary scale should still be maintained for those staff members who do not meet the merit requirements.

After the merit plan has been designed and has been put into opera-

tion, it is important that the entire policy be reviewed annually by a joint board-administrative-staff group. A procedure of annual evaluation of the program will help to iron out the areas of irritation which may, from time to time, develop within the plan. This program will give all parties concerned an opportunity to air opinions and criticism received. The annual review of the plan, along with the co-operative designing of the policy, are an implementation of the fundamental philosophy that should permeate any merit program. This philosophy is that a merit program is one that is used *with* teachers and not *on* teachers.

Basic Factors Recommended

The following basic factors are recommended as essential for a functional merit program:

1. The basic design and the mechanics of operation of the merit policy should be a joint enterprise of the board of education, the teaching staff, and the administration.
2. The professional evaluation should be based upon evidence gathered over a period of more than one year. This evidence to consist of supervisory ratings done annually by more than one rater, professional contributions of the teacher, comments by parents and co-workers, and an annual self-rating and evidences of professional advancement. Such a program requires the establishment and maintenance of an accurate teacher-personnel cumulative record.
3. The merit plan should provide for the following: (a) a handbook that gives a clear explanation of the merit policy and lists the criteria of evaluation; (b) a conference plan for the annual ratings; (c) reports not filed until discussed with teacher; (d) a common philosophy for those officials designated as raters; (e) an opportunity to appeal an evaluation;

(f) a salary schedule up to 100 per cent higher than the standard automatic salary guide which would also be maintained for those staff members not advanced to the merit schedule; (g) annual evaluation of the merit plan itself.

4. The professional evaluation, based upon accumulated evidence, would be done by a committee of administrators and teachers at regularly established stages of a teacher's professional career.

5. The merit policy would be designed to recognize superior professional endeavor on the part of a member of the teaching staff through a plan of salary differentials and professional status recognition within the school system.

Development of a Merit Policy

This blueprint is suggested for the organization and administration of a merit salary policy for a public school district. It is based upon the implementation of the recommended principles and upon the important guideposts available through the literature on merit salary policy in both the areas of industrial management and in that of school administration.

The suggested plan will consist of three phases. The first phase is the laying of groundwork for an acceptance by the staff of the basic idea of a merit policy. Phase one, therefore, has been identified as the preparative phase. The next step in normal sequence is the actual drawing up of the operational blueprint. Phase two is the developmental phase. After the blueprint has been drawn and the plan put into operation, the final phase is entered. Phase three is the evaluative phase, the time to seek flaws and strong points in the scheme so the plan may continue to have the approval of the teaching staff and that the plan may become more functional as time goes on.

Preparative Phase

An essential ingredient in the fabric of a successful merit system is the acceptance of the policy by the personnel most affected: the teaching staff. The decision to inaugurate a merit plan should not be made by a board of education until the attitude of the teaching staff has first been evaluated. It is essential to the future success of the plan that the staff have a positive attitude toward the merit principle. Experience indicates that the attitude of the staff will probably be more open-minded if the past history of the local board of education and the school administration indicates an excellent record of high integrity and open honesty in their dealings with the teaching staff.

"Honesty of purpose is...a fundamental necessity for a successful merit program."

The first step that should be taken by the board of education should be to extend an invitation to the local teachers' association to nominate a five-man committee to meet with a group of board members and the school administration as a joint *ad hoc* committee of inquiry into the advisability of a merit policy for the local district. The *ad hoc* committee should thoroughly study the basic philosophy and principles of a merit salary policy in light of the local situation. Free discussion is necessary if an honest consensus is to be sought. After the topic of basic merit principles has been thoroughly discussed, unless a consensus can be achieved by this committee on the desirability of a merit plan for the local school district, the matter should terminate at that time; the committee should report its negative findings to the board of education and disband.

Concurrently with the meetings of the joint committee, the entire teaching staff should be kept informed on the progress of the proposal. Ignorance of what is happening is one of the greatest causes of fear in any new projected plan. Ample information allays such fears and also bolsters faith in the honesty of purpose of the planning group.

If the consensus of the joint committee is favorable toward the recommendation of a merit policy, the second step of phase one is to survey the opinion of the teaching staff. This survey should be obtained only after sufficient time has been allowed for a complete presentation of the committee's recommendations to the staff. The recommendation should receive the support or acceptance of a majority of the teaching staff before it is formally presented to the board of education as a suggested basic personnel policy for the school system.

Upon the submission of the recommendations to the board of education, the *ad hoc* committee should disband since the committee has completed its assigned task.

The actual development of the general policy adaptation into a functional merit plan is based upon the assumption that the proposed preparative phase was carried out to a

successful conclusion. The most important aspect of phase one is the acceptance for the policy by the teaching staff. This acceptance is a prerequisite for the success of phase two.

The developmental phase may be broken down into three basic steps. These are:

1. The development of the basic plan.
2. The development of evaluative criteria and method of identification.
3. The development of methods of implementation.

Development of the Basic Plan

The most effective and satisfactory method of operation for this phase is through a joint committee. The teaching staff should constitute half the committee. Members of the staff should either be elected by the teachers or be appointed by the teachers' association to the joint committee. The board of education should be represented by at least one third of its membership. The superintendent should be a member, and he should appoint at least two school principals and the director of research, if available, as the representatives of the administration. The chairman of the committee should be named by the board of education. Secretarial and clerical help should be assigned to the committee by the superintendent.

Arrangements should be made for the substitutes to free the teaching staff members when meetings are called. The meetings should be held during the school day whenever possible.

The first task of the joint developmental committee will be to construct the general format for the merit policy. The type of merit structure they consider most advantageous within the particular community should be the type selected.

Salary Scale

It is recommended that the committee seriously consider two principles which have considerable influence on the future success of a plan. These are to insist on a strong basic salary scale which is competitive with surrounding areas and which apply to all teachers as long as they are satisfactory. This scale would be based upon three factors: professional growth, years of experience, and satisfactory service. This scale would be established on a "hurdle" basis. All probationary teachers would be on an appropriate step of this scale until they had been selected for career (tenure) appointment.

The second principle is that the

salary increment differential to be made between the standard scale and merit scales must be a large one. Ideally, it would be 100 per cent of the base increment scale, but it should not be less than 50 per cent of the base increment.

A suggested plan would be one that approximated the following example: The salary scale would be established on three levels. The levels would coincide with three levels of teaching efficiency.

Level A	
Instructor	\$4,000-\$ 8,500
Level B	
Teacher	\$5,200-\$10,450
Level C	
Master	\$7,600-\$12,000

The structure would be such that it would be possible for an exceptional teacher to progress through the three levels and reach the master maximum in 10 years.

Mechanics of Placement on Salary Scale

The mechanics of the plan are established in three stages.

Stage I. Original Placement in the System. All newly appointed staff members are classified as instructors and are placed in an appropriate phase of the instructor's scale. This placement to be decided upon by the evaluation committee. No staff member would be considered for a status promotion until he had completed three years in the school system.

Stage II. Progress Within the System. Each staff member would progress through the three steps within a phase on the basis of a satisfactory annual rating.

Upon completion of three years in a phase, each person's complete record would be reviewed and selections would be made by an evaluation committee. This committee would compare each record against a standard set of criteria. The committee would then recommend one of the following:

1. If not under tenure: (a) dismissal; (b) retention as an instructor but not advanced to next phase; (c) retention as an instructor and advancement to next phase; (d) promotion to teacher.
2. If under tenure and classified as an instructor: (a) retention as an instructor but not advanced to next phase; (b) retention as an instructor and advanced to next phase; (c) promoted to teacher.
3. If classified as a teacher: (a) retention as a teacher but not advanced to next phase; (b) retention as a teacher and advanced to next phase; (c) reduction in rank to instructor; (d) promotion to master.

Instructor			Teacher			Master		
Phase Step			Phase Step			Phase Step		
I	1.	\$ 4,000	I	1.	\$ 5,200	I	1.	\$ 7,600
	2.	4,300		2.	5,800		2.	8,800
	3.	4,600		3.	6,400		3.	10,000
Merit Evaluation			Merit Evaluation			Merit Evaluation		
II	4.	5,000	II	4.	7,300	II	4.	12,000
	5.	5,400		5.	8,200			
	6.	5,800		6.	9,100			
III	7.	6,400	III	7.	10,450			
	8.	7,000						
	9.	7,600						
IV	10.	8,500						

tion in rank to instructor; (d) promotion to master.

4. If classified as master: (a) retention as master but not advanced to next phase; (b) retention as master and advanced to next phase; (c) reduction in rank to teacher.

Stage III. Eligibility and Criteria for Selection

Diagram of the Recommended Salary Scale

1. Experience requirements
 - a) Instructor scale: Phase I, no experience to 3 years; Phase II, 3-6 years; Phase III, 6-9 years; Phase IV, 10 years.
 - b) Teacher scale: Phase I, 3-6 years; Phase II, 6-9 years; Phase III, 10 years.
 - c) Master scale: Phase I, 6-9 years; Phase II, 10 years.
2. Professional minimum requirements
 - a) Instructor and teacher
 - 1) Bachelor's degree
 - 2) Course requirements for advancement to next phase
 - b) Master
 - 1) Master's degree
 - 2) Course requirements for advancement to next phase
3. Criteria

Established by joint committee

Evaluative Criteria

The joint development committee would have the problem of the establishment of the criteria to be used as the standard for selection, advancement, and promotion within the plan. The factors to be considered by the joint development committee when establishing criteria, are recommended to be in accord with the following principles:

1. The criteria should be realistic and attainable by most teachers.
2. The criteria should be observable.
3. The criteria should be defined and should be illustrated to avoid too great a leeway in interpretation.
4. The criteria should be such that it is within the power of the teacher to modify and control the situation leading to the satisfaction of the criteria.
5. The criteria for advanced salary

phases and rank differentials should be progressively more professional.

A suggested method that might be used by the joint development committee would be to approach the problem of criteria by establishing the characteristics of an ideal teacher for each level of classification and to use these characteristics as the basis for evaluative criteria.

The scope of the criteria to be considered, regardless of the method of selection used in the establishment of them, should cover the following broad areas:

1. Personal characteristics: Appearance, personality, mental and physical health
2. Professional qualifications: cultural and professional background, participation in professional activities, professional growth, philosophy
3. Teaching efficiency: rating on the agreed-upon characteristics of instruction
4. Personal interaction: teacher-pupil, teacher-teacher, teacher-administration, teacher-parent relationships.

Implementation

The system to be used to implement the proposed general plan is the third major task of the development committee.

The system recommended for consideration is one that would make use of a staff personnel cumulative record. This record would provide the evidence for the evaluation. The formal evaluation would be done by a committee consisting of three teachers appointed by the teachers' association. All three would be of higher rank than the teachers they would evaluate. Other committee members would be the principal of the building and either a supervisor or the superintendent. The majority would always be classroom teachers. The evaluation committee would use the cumulative records of the teaching staff as the basic source of evidence.

There are concomitants to this system of evaluation that must also be planned by the committee if the record is to be of real value as a source of professional evaluative evidence.

Some of these factors are that there must be a complete file of classroom observations with comments made by the building principal. The semi-annual rating by two officials should be established as standard practice. These ratings would be in the record. The teacher and his peers must be alert to file all noteworthy incidents in his record or see that such incidents are recorded. The record itself must be so designed that it supplies all the evidence the committee needs to adequately evaluate the individual.

It is evident if this plan were to be adopted, the developmental committee must do certain tasks. The committee must:

1. Establish the rules and regulations for the selection and operation of an evaluation committee.
2. Design a cumulative record folder that will meet the requirements established.
3. Design a rating instrument for classroom observation.
4. Establish the rules for classroom observation and name the rating officials.
5. Rating designated to be done by more than one official.

Once the basic format for evaluation has been decided upon, there remains certain problems of psychological importance that should be solved by the committee. The problem of an available avenue of communication for possible redress is one such. The group is urged to consider the establishment of a grievance hearing system. There should be an opportunity for any teacher to appeal the decision of the evaluation committee. The suggested plan would be to have the plea placed before the superintendent. If he considered the plea to be worthy he would order an *ad hoc* evaluation committee formed to re-evaluate the teacher involved. The decision of the *ad hoc* committee should be final.

The rules established should mandate the complete discussion of any rating field on a teacher by the teacher and the rating officials. The remarks of the teacher, when in disagreement with a particular rating, should be recorded for the record. No unfavorable entry should be allowed in any record until the teacher has been made aware of the entry in a conference.

Program Evaluative Phase

The final task of the development

A committee approach to —

Selecting a Superintendent

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A school board performs no function more important than the selection of a chief executive officer to administer its schools. It cannot give too much attention to the employment of the best qualified person available for the position. Carelessness in this respect could easily ruin a school system or, at best, cripple it for a period of years. Clearly, selection must be based on qualification for the job and on no other consideration.

State laws generally give no direction or guidance to the board in selecting its executive officer. The board is left largely to its own devices. Sometimes a board seeks disinterested professional advice. Usually, this is done informally through contacts with state department of education officials, professors of school administration, and the like. Occasionally a more formal approach is used. The purpose of this article is to describe such an approach in utilizing professional advice on the parts of two boards concerned with the selection of superintendents.

During the spring of 1959, the author served as chairman of committees retained by two school boards to advise them concerning the selection of chief school administrators. More precisely, the task of the committee was, in each case, to recommend a small number of candidates

from whom the board would make the final selection. The total procedure seems sufficiently unique and, it is believed, worthwhile to deserve the consideration of other boards that may be faced with the problem.

Both boards involved in this story serve Long Island, suburban New York, communities. One, at Wantagh, was seeking a supervising principal for a district of approximately 5500 students to succeed a highly respected administrator who was leaving to enter the field of teacher education. The second, at Oceanside, was searching for a superintendent for a district of over 8000 students to succeed an equally highly respected administrator retiring after a distinguished career.

In each case, the board requested the author to take the initiative in forming and to serve as chairman of a committee of four professional educators. In one instance, the committee consisted of professors, all with backgrounds in public school teaching and administration, from three colleges of the metropolitan New York area. In the other instance, the board specifically suggested the inclusion of a retired superintendent from a neighboring district to work with the other committee members, this time professors from two colleges. Both committees had the services of a secretary. Finally, prearranged fees were

"A school board performs no function more important than the selection of a chief executive officer to administer its schools..."

paid committee members and the secretary upon conclusion of the work.

Selection of Professional Level

Actually, there are a number of arguments to justify this type of committee. First, it places the selection of a superintendent on a professional level, removing the process from possible charges or unexpressed suspicions of favoritism toward candidates, including local applicants. Second, it helps prevent individual or group pressures on the board. Third, it may help foster good staff morale by reducing the likelihood of internal chicanery or bickering. Fourth, it removes the physical center of deliberations and interviews from the board offices, thereby decreasing rumor and speculation. Fifth, it helps relieve the board of a time-consuming task, thereby enabling it to devote attention to other immediate problems. And, sixth, it capitalizes upon the training and experience of professional educators, their established contacts with placement agencies and key leaders in the field of education, their ability in developing job specifications for school administrative positions, and their competence in compiling and evaluating credentials and conducting interviews.

Ten Steps

The exact procedures used by both committees involved in this account fall nicely into 10 sequential steps.

First, the committee held an organizational meeting to decide upon its general line of action, time schedule, sources to be contacted for candidates, responsibilities of individual committee members and the committee as a whole, and recommendations to be made to the board with respect to job specifications for the superintendency.

Second, the committee in one instance and its chairman alone in the other (the only procedural difference in the operation of the two committees) met with the board for the purpose of reaching agreements on (a) the time schedule for receipt of applications, (b) the date for presentation of final committee recommendations on candidates to the board, and (c) job specifications.

As finally developed, the job specifications indicated the board's expectations regarding such factors as age, education with respect to both degrees and areas of graduate study,

curriculum leadership, public relations leadership, school building experience, school finance experience, and personal traits.

Third, the committee chairman wrote to a number of university and commercial placement agencies, about 20 in all, in addition to some key individuals, asking them to suggest highly qualified candidates. The universities contacted were those in the Eastern half of the country which were considered to have exceptionally strong programs in educational administration. In each case, the letter included several copies of the job specifications plus detailed instructions on procedures, including time limitations, for filing applications.

Fourth, a separate file was established for each candidate as his credentials were received. In addition to completing a standardized, concise application form as developed by the committee, the candidate was expected to submit or have submitted a complete set of credentials, confidential recommendations, and transcripts of graduate study. As these materials were received for each candidate, they were checked off and filed by the committee's secretary who made contacts with the candidates whose files were incomplete.

Fifth, the committee members individually reviewed the file of credentials for each candidate with the objective of arriving at their own estimates of strengths and weaknesses, especially in terms of the job specifications. This was the most critical aspect of the committee's work and, in view of the large number of applications received, certainly the most time-consuming.

Personal Interviews With Candidates

Sixth, the committee met to discuss their individual evaluations and to arrive at a joint decision on 12 to 15 most promising candidates whom it would invite to appear for personal interviews. In this connection, there was substantial agreement among committee members resulting from their individual evaluations. However, the several disagreements over relative merits of candidates led to many hours of deliberation, including further reviews of credentials, before final consensus was reached.

Seventh, the committee held interviews with the selected candidates. The typical interview lasted about

one-and-a-quarter to one-and-a-half hours. Certain prepared questions were asked of each candidate, a particularly provocative one dealing with his most difficult administrative problem of the past several years and his method of handling it. However, the general tone of the interviews was one of informality and each interview took a somewhat different direction. Further, the candidate was always given ample opportunity to ask questions of the committee, and, finally, he was given literature describing the school system and the community.

Eighth, the committee met shortly after completion of the interviews in order to review the evaluations of its individual members and reach a joint decision concerning the candidates—the "finalists"—to be recommended to the board. In one instance, six candidates were recommended to the board for its consideration and, in the other instance, seven were recommended. These numbers were in accord with the general instructions of the boards.

The Boards Acted

Ninth, the full committee met with the board to present its recommendations. In addition to presenting to the board full credentials for each recommended candidate, a summary statement was distributed to each board member, outlining the procedures followed by the committee and briefly reviewing the qualifications of the recommended candidates. This was followed by discussion, consisting chiefly of questions from board members and answers by committee members, aimed at amplifying the written material.

Tenth, the committee chairman wrote letters to both the successful and unsuccessful candidates, and returned the credentials of the unsuccessful candidates to the proper sources.

The final selection of the chief school administrator remained the function of the board. In the case of the superintendency in Oceanside, the decision of the board was final. In the case of the supervising principalship in Wantagh, the board's decision legally required the approval of the district superintendent who had given his full co-operation to the committee. Obviously, neither board abrogated its authority or responsibility in soliciting the assistance of a committee of professional educators. ■

The Use of Written Board Policies

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Society has become complex and diverse in our country and, at present, gives evidence of a need for intensified efforts in developing shared concepts and understandings in all areas of social interaction. There is no group in our society more conscious of this than the educators who are employed daily in the operation and administration of the public schools.

The work of the public schools of yesterday is a dominant, causative factor in the achievements, problems, and even the failures observed today in the American social process. The achievements and failures of the public schools today will determine, to a great degree, the courses society may take in the future.

A felt need for shared concepts and understandings, as bases for effecting the efficient operation and administration of the public schools, demands co-operatively developed policies by which we may arrive at shared concepts and understandings.

The local school boards in Virginia are the legal agencies of the General Assembly in the operation of the system of local public schools as stipulated in the constitution of Virginia. The local school boards are, by custom and tradition, responsible to the local citizenry they serve. They are subject to the regulations of the State Board of Education, which regulations have the effect of law in Virginia. And they are responsible, in a moral way, to the rapidly developing science, technology, and art of the teaching profession. Such diversity of authority, obligation, custom, and loyalty easily lends itself to doubt, friction, and misunderstanding, resulting in ineffective school administration, unless each local school system develops its own written school board policies to identify bases for developing shared

concepts and understandings leading to courses of action.

The use of written school board policies, developed in such a way as to bring together legal restrictions and freedoms, customs and traditions, and professional loyalties at an operational focal point of shared understandings, is increasing. However, due to the complexity of developing written school board policies, the instability of school board membership and professional administrative staffs, time limitations, and other, similar reasons, such use is not so widespread as the importance of written policies should seem to demand.

Purpose of the Study

A study was made by the writer in the local school systems of Virginia to determine: (1) the extent of the use of written school board policies by the local school system; (2) the groups participating in the development of current written school board policies; (3) the techniques used by participating groups in developing written policies; (4) the more common areas of content treated in the written policies; and (5) whether the results obtained through the use of written school board policies were or were not helpful in the administration and operation of the systems.

Use of Written Policies in Virginia

Ten of the 57 county and eight of the 21 city school systems, or 18 of the 78 school systems reporting in the study, stated that they used comprehensive, written statements of school board policies as bases for action in recurring problems. Stated in another way, approximately 23 per cent of the local school systems in Virginia are attempting to bring together the above described de-

mands of authority, obligation, custom, and loyalty through the use of written instruments of policy.

Of the 60 local school systems reporting other cases for approaching the solution of recurring problems, 13 — approximately 16 per cent of the local school systems participating in the study — used specific, written policies as recorded in the official minutes of the local school boards; 41 — approximately 52 per cent — used board action on previous, similar problems as recorded in the official minutes of the boards; and 6 — approximately 8 per cent — approached the solution of each problem on the merits of the specific problem. The 23 per cent use of written school board policies in Virginia, as determined by this study, may be compared with the national use of 35 per cent as reported at the annual meeting of the National School Boards Association in St. Louis in 1952.

Groups Participating in Written Policies

Democratic approaches, stressing wide participation, are currently accepted in the formulation of administrative policy. One of the tenets of democratic administration is that those affected by policy should share in policy making. The local school systems, participating in this study reporting the use of written school board policies, were asked to state the types of groups which participated in the development of their written school board policies. Eighty per cent reported that the total school board membership participated as a group; 13 per cent reported participation of administrative staff members; 70 per cent reported participation of committees of principals; 68 per cent reported participation of committees of teach-

"As public education advances and administration becomes more complex, the need for co-operatively developed . . . policies will become more apparent. . ."

ers; however, only 16 per cent reported participation of lay persons and patrons; 3 per cent reported use of outside, professional consultants; 3 per cent reported participation of committees of students; and 6 per cent reported the use of nonprofessional employees. Since the educative process is designed for the benefit of pupils and patrons, it may well be that a rich resource is being overlooked. Further, since policies and rules and regulations affect nonprofessional, as well as professional employees, they possibly should have a more prominent part in the development of written school board policies than indicated by this study.

Techniques Used in Developing Written Policies

School systems, generally, use varying combinations of eight techniques in developing comprehensive, written statements of school board policies. The local school systems participating in this study, who reported the use of written board policies, were asked to state which of the eight techniques they used in developing their written policies. Replies indicated that (1) 68 per cent reported that they searched the official, recorded minutes of the board and excerpted all specifically-stated policies of the board; (2) 39 per cent reported that they searched the official, recorded minutes of the board and developed statements of policies implied by consistent action on similar problems; (3) 51 per cent stated that they studied the constitution of Virginia, the Acts of the General Assembly, and regulations of the State Board of Education and included such provisions relating to school operation as were necessary in the local, written statement of policies; (4) 65 per cent reported that they studied manuals of written school board policies of other school systems and used desirable, commonly listed areas of policy; (5) 47 per cent reported surveying local school personnel, board members, and patrons for suggested areas that should be included in the local written policies; (6) only six per cent conducted community surveys to determine what the local communities expected from the schools as bases for determining policy; (7) only 3 per cent conducted community surveys to determine the practical philosophy, mores, and cus-

toms of the school community as background for development of policy; and (8) 39 per cent studied professional literature and used areas more commonly treated as bases for choosing areas to be included in the local, written policy statements.

A thorough treatment in developing comprehensive, written statements of school board policies should employ, to varying degrees, all of the eight developmental techniques described above. This study indicated that, although the school systems in Virginia used varying combinations of the eight techniques, no single system used all.

Content of Written Policies

A study of the literature on the topic and well-prepared manuals of school board policies reveals that there are 14 common, major areas of content that should be included in comprehensive, written statements of school board policies. The local school systems participating in this study reporting the use of written board policies, were asked to report the policy areas treated in their statements of policy. Replies indicated that (1) 47 per cent included the area, "philosophy of the school system"; (2) 51 per cent included the area, "by-laws of the school board"; (3) 47 per cent included the area, "executive services" (qualifications, appointment, function, and duties of the superintendent of schools and assistants); (4) 39 per cent included the area, "supervisory and consultative services"; (5) 51 per cent included the area, "administrative services"; (6) 65 per cent included the area, "personnel policies"; (7) 61 per cent included the area, "the teaching personnel"; (8) 39 per cent included the area, "the nonteaching personnel"; (9) 80 per cent included the area, "pupil personnel"; (10) 42 per cent included the area, "organization of the schools"; (11) 74 per cent included the area, "school building services"; (12) 59 per cent included the area, "business services"; (13) 45 per cent included the area, "auxiliary services" (transportation, teaching materials depositories, etc.); and (14) 55 per cent included the area, "patrons and community relations." The brevity of this presentation will not permit an analysis of the numerous subheadings of the broad areas of policy reported; however, in no case

reported was there a complete treatment of any major area, nor did any local school system include all 14 board areas in its written policies.

Results of Using Written Policies

Eighty per cent of the school systems in Virginia reporting the use of written school board policies, reported that such use is helpful in the organization, operation, and administration of school systems; 16 per cent stated that equal results can be obtained with or without use of written school board policies; and, only four per cent reported that the use of written school board policies had an adverse effect on local school operation.

The group reporting favorable effects resulting from the use of written school board policies cited the following favorable results: (1) Written policies give more guidance and direction in the operation and administration of the local school systems than could be given in any other way; (2) help local school systems develop efficiency at a more rapid rate than is possible otherwise; (3) help develop common understandings and good public relations in school systems; (4) help temper radical views, hasty actions, and unwise decisions; (5) build public support that could not be achieved otherwise; and (6) develop insight, direction, and common understandings among professional employees and patrons that could not otherwise be developed.

The minority group, reporting adverse effects from using written school board policies, gave only one reason for such effects: Written school board policies lessen the discretionary powers of the local school boards.

As public education advances and administration becomes more complex, the need for co-operatively developed and mutually understood policies will become more apparent. Dr. Jesse B. Sears states in *The Nature of the Administrative Process*, "The practice of using rules is growing, partly because they are found practically useful in any school system, but more and more they are becoming a necessity as the growing complexity of school administration makes a more formal control the best insurance against misunderstanding, neglect, and abuse in management." ■

Your Best Insurance Policy

LEON C. FLETCHER

Director of Public Information,
Taft Union High School and Taft College District, Taft, Calif.

A commercial advertising agency, if it were to take on the job of institutional public relations for a modern high school, would expect a budget probably in excess of the full educational allowance of a major academic department such as English, science or mathematics. Obviously, no public school can justify such an expenditure for noninstructional activity.

Yet today's school does need a forceful, active, co-ordinated plan to keep its public informed. Such a plan is not a luxury — "A good public relations program is a school's best insurance policy," says Dr. Lionel DeSilva, executive-secretary of the Southern Section of the California Teachers Association and professor of education at the University of Southern California.

This "insurance policy" feature of an effective public information program takes over today in many school situations. When last year's honor graduate drops out of the state university because of low grades, community criticism can be reduced by creating a positive impression of the school beforehand — by making sure that the public already knows about student achievement at science fairs, about school representation in national foreign-language honor organizations, about commendable scores earned by business education students taking national shorthand tests. When a member of the faculty

makes an inappropriate remark while appearing as guest speaker at a public meeting, a good public information program protects the school by having already informed the citizens that the chemistry instructor has been selected for a summer scholarship, that the music teacher had an original composition featured at a New York concert, and that the social science teacher will be next year's chairman of the community welfare program. Long before citizens learn the unpleasant details of the incident in which a student-leader lost his self-control while debating at an interschool conference, a good public information program would have had the community aware of the successes of students at last summer's Boys' State, of the football team which won the good sportsmanship award even though they lost most of the games, of the student-nurses-of-the-future who help support a school in India.

A Continuing Activity

In other words, an effective public information program is a continuing activity which keeps the community advised of the school — its policies, its program, its activities, its students, and its staff. Long before disparaging information reaches the citizens, the effective public information program has been at work for months and for years building a picture of the school in depth. Then, shallow,

transitory detractions have less opportunity to grow into distorted and exaggerated situations which often slow down — even stop — the progress of a school's educational program.

Too often schools start getting into public information activities just before they face a bond election or just before they are to make a controversial change in curriculum. More effective is the public information program which is year-round and which has a continuing positive position year after year. Then, when the problems arise which every school inevitably meets now and then, the citizens are already prepared to look at the situation with a favorable impression of the school well established in their minds.

To build such an insurance policy, the public information program must cover the three distinct types of school activities — academic, athletic teams are presented to the schools, only the successes of the athletic teams are presented to the public with any regularity. In other schools, frequent announcements of dances, parties, and other social activities give the taxpayers the idea that theirs is a school which offers little more than a "country-club" education. Or, the academic program of a school may be publicized in the noncommunicating jargon of the educationalist.

These, then, are the major weak-

"Today's school needs a forceful, active, co-ordinated plan to keep its public informed. . . ."

nesses which most frequently appear in a school's public information program. Either no such program exists, or it is too often misguided and hence misfires.

To prevent these weaknesses, a school should have a public information program designed to meet the particular needs of the particular school in its own particular community. No one plan of organization is best for all schools, but an outline of the program we find effective in the Taft Union High School and Taft College District in Taft, Calif., may give you some ideas for the development of your own program.

The Taft College Program

Our public information program for the academic activities—policy decisions by the board, curriculum developments, classroom activities, study projects, field trips, student achievement in scholastic areas, faculty accomplishments in professional fields—is directed by a certificated professional member of the staff. To do an effective job he must have specific hours designated in his school-schedule. How much time he needs is dependent upon:

1. The number of activities publicized
2. The extent of publicity required by individual activities
3. The type of materials produced—generally, news articles take less time than feature articles which take less time than newsletters which take less time than brochures, etc.
4. The quality of materials produced—day-in-and-day-out preparation of school news stories can become pretty dreary and result in rather uninspiring copy should the work load become greater than the time available
5. The number of news outlets served
6. The awareness of other members of the faculty of the objectives and the importance of the program
7. The co-operation of other members of the faculty in providing details on which to base releases
8. The extent of technical assistance provided—photography, art work, layout, printing, secretarial.

Academic Activities

At Taft, we have been able to average more than an article a day and a picture a week throughout the entire school year on academic subjects alone for the two daily newspapers and the one radio station which serve our area directly. In addition, an eight-page monthly newsletter is published for mailing

to the parents of all students and to all other interested citizens who request a copy. Special brochures are produced, such as presentations of the various academic divisions and materials for teacher recruitment. Assistance is provided to groups within the school and associated with the school—preparing printed programs for music and dramatic presentations, displays for store windows during Public Schools Week, posters such as street banners announcing the adult center's little theater offerings, radio programs such as American Association of University Women interviews with faculty members, photography such as coverage of Parent-Teachers Association sponsorship of open house at school, and similar activities designed to keep the public informed.

Athletic Activities

Athletic activities are usually best publicized by someone closely associated with the active physical education department. With active teams in sports ranging from football to swimming, tennis, and golf, with several sports offering varsity, junior varsity, C and D squads, and with an extensive sports program for the girls, there is a lot that local residents want to know and should know almost every day. Many schools have found that one of the physical education teachers, a coach, or a trainer can do the most effective job of informing the public about such varied activities. At Taft we happen to be most fortunate in having a classified employee in the physical education department who also writes sports news for the home-town paper as an afterhours job. Taft's radio station specializes in personal on-the-air interviews with the local people who make the news and makes frequent telephone calls to our coaches. These calls are recorded on tape at the station and then spliced into regular news broadcasts. Then, our students of broadcasting use school tape recorders to interview team members and these recordings are used by the local radio station.

Cocurricular Activities

Cocurricular activities are publicized by the schools' journalism students. Each club in the high school and in the junior college is encouraged to appoint a news reporter to supply information to the staff of the high school paper or

the college paper as appropriate. Stories about the more important student affairs are then sent, as written by student reporters, to the public news outlets. In this way students get experiences in writing not only for their own school publications but also for the professional publications.

Thus, our citizens are kept well informed about all three types of school activities—academic, athletic, and cocurricular—by the people who know the activities best.

Our school district preserves a continuing, growing program of public information by establishing a yearly policy guide. Meeting at the beginning of each school year and as often as may be needed during the year, the Public Information Committee establishes the policies to be carried out during the year. This committee consists of the district superintendent, college director, high school principal, dean of the adult center, dean of instruction, district business manager, and the director of public information.

To maintain close liaison with our news outlets is a basic responsibility of the Director of Public Information. He meets frequently with the editor of the local daily newspaper, the *Midway Driller*, the local correspondent of the area newspaper, the *Bakersfield Californian*, and the news director of the radio station, KTKR. These men suggest stories, request additional details, invite recommendations for handling particular stories as they may need.

Special Stories

Special stories—such as a student earning a national award, a team winning a major championship, the board deciding to build an addition to the plant—are also passed on to appropriate metropolitan news outlets, including television stations as well as radio stations and newspapers.

It all adds up to a very effective insurance policy. But, is such insurance important to the public school of today?

Many years before our current concern with both overt public relations experts and the psychological techniques of the hidden persuaders, editor Charles Dudley Warner wrote in 1871, "Public opinion is stronger than the legislature, and nearly as strong as the Ten Commandments."

When the Aldine Schools Closed!

W. W. THORNE

In a country which accepts free education as a matter of course, the closing of the Aldine, Tex., Schools last spring was unbelievable. It happened—and can happen again in any community which puts a low tax rate ahead of high educational standards.

The Aldine Schools were closed for a simple reason. A tax rate of \$1.35, per \$100 evaluation was adopted by an overly economy-minded school board. This same board approved a budget that required a minimum rate of \$1.59 to meet its contracted obligations. Something had to give. When the district could no longer meet its payroll, the teachers walked off their jobs and the schools were closed.

Aldine's troubles are not in reality this simple. They date back to 1954.

Aldine is situated ten miles north of the Houston, Texas, city limits directly in the path of Houston's growth. Primarily a rural community, without a townsite, community center, or real business district, Aldine began to suffer the growing pains of subdivisions, industrial developments, and home building construction to get away from more densely populated Houston. The 111 square miles of land in the Aldine Independent School District, contained quite a bit of open prairie land suitable for easy development. Land was cheaper than to the south of Houston, and tax assessments, as well as

taxes themselves, were unusually low.

This rapid and unexpected growth cramped and overcrowded the small school system. Schools had to be built.

Reassessment Brings Trouble

The first step was to re-evaluate the land which was long overdue. This evaluation almost doubled the tax rolls, and although Aldine's tax rate still trailed Houston's, caused the creation of a group of militant tax-cutting advocates, the Aldine Taxpayers' Association, composed mostly of large land owners and older citizens of the district. This group was dedicated to cutting the tax rate without full knowledge of the needs of the children—and apparently with complete disregard to these needs.

During the beginning of this organized dissension and confusion of growth, the high school building burned to the ground Thanksgiving morning, 1954, crippling the already overburdened school board and community.

The Taxpayers' Association gained temporary control of the school board in the consecutive elections due to the lethargy of the independent voters. In 1956, they elected two members to the board. In 1957, they elected three, and in 1958, two. They managed to fill every vacancy on the board for three years. "Economy"

programs were instituted which resulted in warnings from the Texas State Education Agency, strife in the district, and eventual loss of accreditation by the state of Texas and the Southern Association of Colleges and Secondary Schools.

"Economy" was costly. Overcrowded conditions were allowed to continue and grow worse. Only one new elementary school to house 600 pupils was built in a district whose school population increased almost 3000 pupils in the years between 1955 and 1959. (This second enrollment figure does not include one entire school which was transferred to another district during this time.)

Numerous Lawsuits Expensive

Lawsuits and counter lawsuits sent legal fees soaring. The firing of administrators under contract resulted in serious trouble. One man alone was paid \$16,000 to compensate for the board's refusal to honor his contract. The legal expense in this case alone was over \$4,000. The turnover of qualified personnel grew to 25 per cent each year. The superintendency changed three times.

No money was available for maintenance. Buildings were allowed to become run down. No new school buses were purchased. Repair bills grew and buses were put on double runs. Some children arrived at school by 7:30 a.m. Others had to stay an hour after the classes closed to wait for the second afternoon run.

Time warrants had to be sold to finance the re-opening of schools. The warrants alone will cost the district \$55,000 in interest, which would not have been necessary had an adequate tax rate been adopted in the first place.

Although the Taxpayers' Association continued to elect all open positions, they could not long hold a majority vote on the board. More than once, while holding a slim majority of 4 to 3, an Association member, realizing the obvious costliness of these "economy" campaigns, would join the minority, thus forming a majority opposed to the organized group.

These split boards were ineffectual to a great extent. Meetings lasted to 12 and 1 a.m. Arguments, name callings, and even fights became the expected happenings at board meetings. Called meetings were held two or three times a week. Some meetings were closed to the public. Deadlocked boards were usual. Minutes, verbatim, were typed and covered up to 71 legal-size, single spaced pages. Hours were spent deciding to allow one organization to sell drinks and

The story of the closing of the Aldine, Texas, schools last spring is an example of what can happen when a community puts a low tax rate ahead of high educational standards.

candy at the ball games, a privilege it had enjoyed for many years.

The Schools Closed

The entire situation was brought to a head in the spring of 1959. The repeated dire prophecy of the superintendent and business manager came true. The district was unable to meet its payroll. In mid-April, the unpaid teachers voted to walk off their jobs until funds could be raised to meet their salaries. Hasty and temporary means were found to borrow money to re-open the school, but two weeks later, inability to meet the payroll again closed the schools.

Although no one, from the janitor to the superintendent received pay for the next 20 days, the administrative staff stayed on the job, looking for every conceivable means to finance the schools for the remainder of the year.

The Texas legislature at the request of some board members and the district's administrators passed a bill authorizing the sale of \$200,000 in 5 per cent time warrants which would finance the district for the completion of the full school year. This bill was passed unanimously in one day, something of a record even for Texas.

Aldine's problems were not solved. Banks and bond houses refused to purchase the time warrants because of the strife which existed in the district. Charges and countercharges cast doubt on which signatures of the board members would be considered legal and binding.

The citizens of Aldine, enraged at the entangling legal mess, took matters into their own hands. An unprecedented campaign was launched to sell the \$200,000 in time warrants to individuals in \$100 units. The administrative offices were open and worked around the clock. Spot announcements were made on radio and TV. Clergymen appealed to the people as did the school children themselves. The entire area was alerted and contacts were made with some larger interests in Houston.

Overwhelming Public Response

The response was overwhelming. Teachers and farmers drew out life savings; small business men invested; housewives, and others interested in education drew out their savings and bought bonds. Citizens even brought food to the staff members who worked night and day. Within 88 hours, every "Share of Aldine" had been sold. Schools would be re-opened.

The full school year requirement of 175 days was met by extending



Mr. Thorne is superintendent of schools in the Aldine district.

the term into June and requiring Saturday attendance. The individual and personal inconveniences of this arrangement were enormous, but the school year was completed, the seniors graduated, and full credit was given for work.

Still the legality of the board membership of some members was questioned and more than one suit was docketed for hearing. When the smoke finally cleared, the three board members who were still loyal to the Taxpayers' Association, were removed by court action for incompetence and official misconduct.

In July these three members were removed and shortly afterward, two more members resigned in order to give the district a complete new board to serve with two members who had been elected in May. The court appointed three interested and capable men to replace those removed. These men with the two elected members appointed the two men who replaced those that had resigned. This formed a completely new board from the one that had sat when the school first closed. A clean sweep was what the citizens wanted.

Schools on Sound Foundation

The new school board assumed a tremendous responsibility with many points in its favor. The community was now solidly behind their schools; an adequate tax rate for the coming year had been adopted; the time warrants had provided sufficient revenue to put the schools back on a sound financial basis; and, most important, the new board was united in its determination to re-build the Aldine School District to be "the best school district in the State of Texas."

With the opening of school less than a month away the board undertook the monumental task of repair-

ing some of the buildings which had been criticized by the Texas State Education Agency. Such criticism had put Aldine on the "Warned List." Funds were assigned for maintenance and men released to do the work. The schools were ready when the children arrived September 8, 1959.

The green light was given for the hiring of qualified teachers. One hundred and seventeen teachers were employed, leaving only one vacancy in the district's 12 schools.

The board now turned its attention to the future needs of a fast growing community.

On October 17, 1959, the citizens of Aldine, still remembering the closing of schools last year, went to the polls to endorse the building program of the new board and to approve by a substantial majority the

The schools, which had been dropped from membership in the issuance of \$2,800,000 in schoolhouse bonds.

Community Informed and Interested

Realizing that much of the trouble of Aldine resulted in an uninformed, and sometimes uninterested public, the school board held meetings in the various schools building attracting large crowds from each of the neighborhoods. A concentrated effort is being made to keep the community informed and interested in all phases of school business by newspaper publicity; an administratively published newsletter and school-board representation at PTA and other community meetings.

Southern Association of Colleges and Secondary Schools during the previous years' turmoil, have been readmitted and the district's status on the "Warned List" of the Texas State Education Agency is expected to be corrected early in 1960.

The Aldine Story is not finished. Education of our youth will continue, but it is sincerely believed that the strife and sensationalism which skyrocketed Aldine into local and national headlines is at an end. As long as our citizens are awake, informed, and interested, these situations will not be repeated.

Other communities should learn from Aldine's experience that a vital interest on the part of parents and citizens in schools is everyman's responsibility and not that of the elected board and school administrators only. We should never again allow any group to gain a strangle-hold on our schools, depriving our youth of their opportunity to enter an open school door. ■



Architect's view of North Kirkwood, Missouri, Junior High School. Architects were William B. Ittner, Inc., of St. Louis.

North Kirkwood Junior High School

DONALD H. STEPHEN

William B. Ittner, Inc., St. Louis, Missouri

The North Kirkwood Junior High School in Kirkwood, Mo., is a new school in more than one sense of the word. It is the first junior high school building in the area designed to serve a new educational concept.

Educators have recognized for a long time that, particularly at the junior high school level, there is a considerable advantage to be gained in keeping students in small school units. Among other reasons, the junior high school idea owes its very existence to the general acceptance of this tenet. All too frequently, however, this purpose is defeated by the press of financial problems, lack of suitable sites or just sheer inertia. With the difficult job before every school board today of not dropping too far behind in the race of classrooms versus

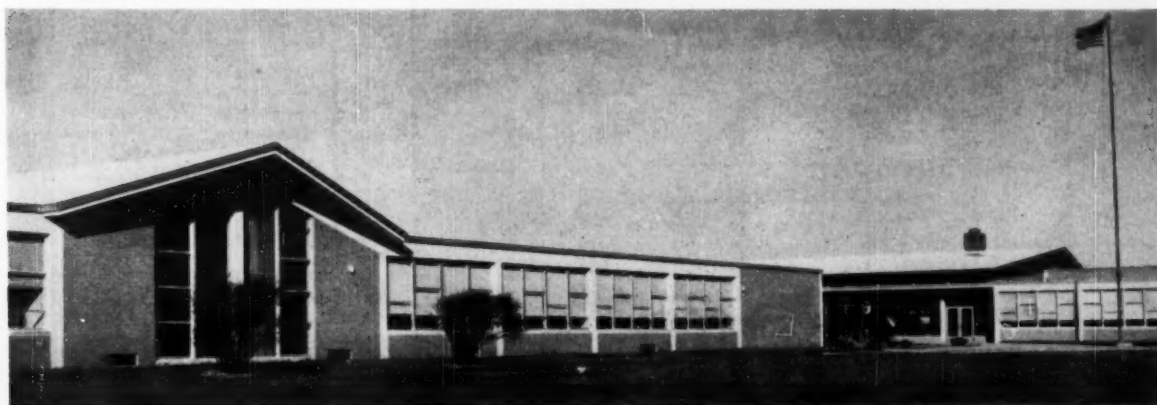
population increase, it is much easier to simply add more classrooms to an existing junior high building. As a consequence the school grows to be a Gargantua, too big to provide the very advantages for which it was originally intended. Recognizing the financial and other practical advantages in a "large school" unit the people of Kirkwood propose to enjoy these advantages as well as profit by the educational process with their new school.

"Little School" Idea

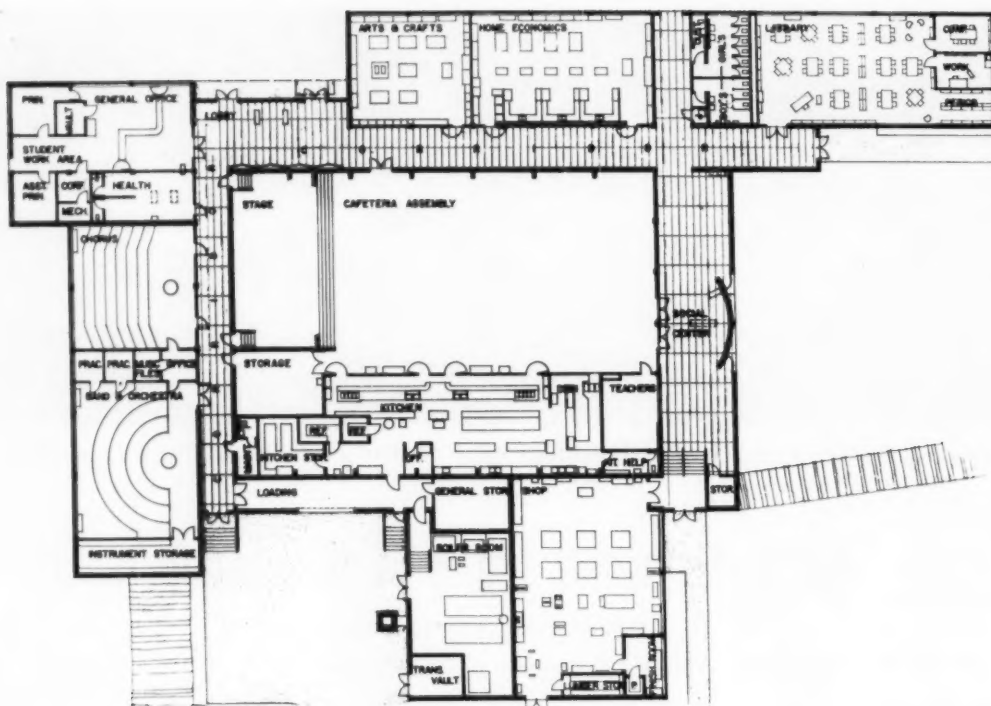
Proposed by the educational consultants, the "little school" idea was enthusiastically received by the school board, administration, Citizen's Advisory Committee, and the architects. It was proposed to plan the school in such

a manner that the student body would be readily broken up into recognizable entities of 300. The first unit was to house 600 students, or two "little schools." In its final form the unit will be composed of four little schools, or 1200 students.

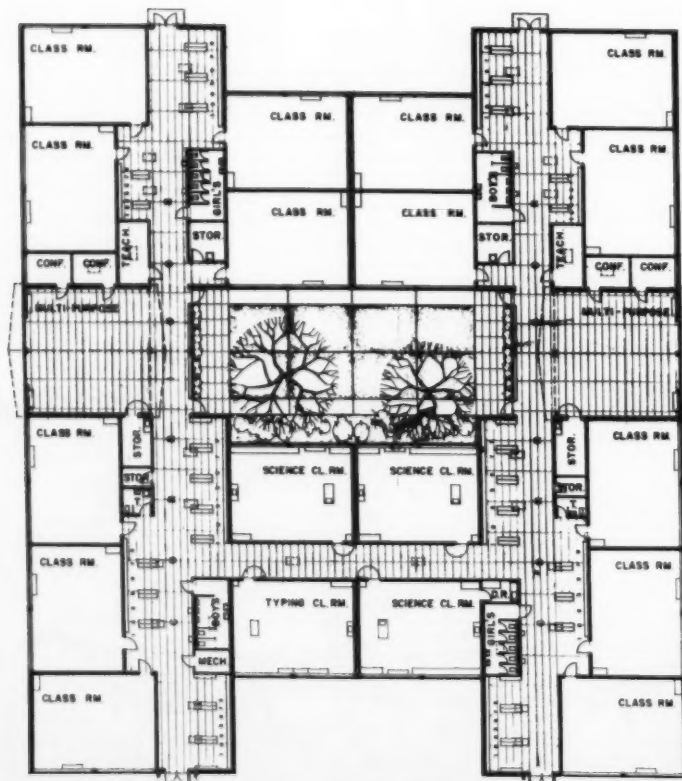
While preserving the psychological and educational advantages of the small school, this concept also enjoys the financial economies inherent in the large school. This is accomplished by providing only one set of the special rooms which can easily, and without handicap, serve larger groups or the "little school" units in turn. Such special rooms as the administrative elements, the music rooms and cafeteria, are composed now in their more or less final form. Elements like art, home economics, shop,



Exterior view of North Kirkwood Junior High School.



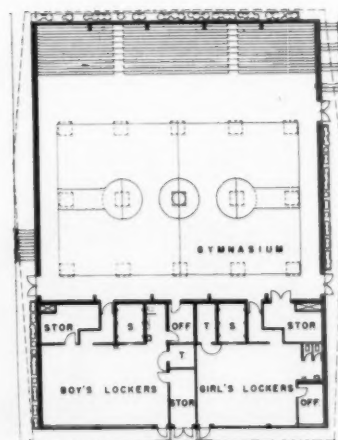
THE BASIC SCHOOL UNIT



THE LITTLE SCHOOL UNIT

and library are large enough for the present two "little schools" and will be duplicated when the second group of two schools is necessary. Thus the need for special unit areas has been placed on a sliding scale and multiplicity of use factor has been permitted to determine the number required—not mere proximity.

In each "little school" the requirements were broken down as follows by the educational consultants—7 classrooms, $1\frac{1}{2}$ science rooms, $\frac{1}{2}$ typing room, an all purpose area, conference and guidance rooms, and the usual service elements. A double or twin unit suggested itself immediately, with the



THE GYMNASIUM UNIT

obvious economy of duplicated structure, common science, and typing rooms (solving the problem of laying out $1\frac{1}{2}$ and $\frac{1}{2}$ units).

Common Corridor

A further advantage gained was that in providing a corridor common to both "little schools" for access to the science and typing, a complete dissection of the schools was not necessary. Changes are not easily made in educational patterns and the design in the form illustrated permits either the "little school" idea to function or the programming can be set up to fuse the whole building into one unit, if teacher shortage or some other presently unknown factor appears to invalidate the "little school" idea.

Another unusual feature is the coupling of the functions of assembly and dining into one unit, leaving the physical education unit to operate intact as a single function element. While it was recognized that this presently affords a highly desirable economy, it was also realized that when the school population becomes 1200 this dual usage might become unwieldy. Provisions were therefore made that in the final form an assembly unit per se could be placed next to the music elements.

While the drivers elements above are knit in a closely woven use pattern, the plan solution retains an openness so desirable in schoolhouse design. Without disintegrating into far-flung units (which could easily destroy the cohesive force necessary to forge school spirit) the plan retains sufficient articulation so that the students in passing to these various elements are conscious of the outdoors and so relieved of the tensions which so readily build up in the "big shell" school unit. It is truly a school within a school.

In 1957 the contract for construction of the original two "little schools" was awarded by the board of directors of Kirkwood School District R-7 to the E. A. Brunson Construction Co. in the amount of \$930,166. On October 12, 1959 a contract for an addition to the original project was awarded by the board of directors in the amount of \$261,588. This addition will add one half of a "little school" to the presently existing buildings. A unique feature of the construction of the addition is that, being its own unit, it in no way will interfere with the operation of the existing "little schools."

Exclusive of the site development, the original contract showed a unit cost of 86½ cents per cubic foot. This was under the architects' estimate by some \$20,000.

To avoid delay for delivery of structural steel, the buildings are designed with poured-in-place reinforced concrete columns and lintels with bar joists and gypsum roof.

The superintendent of schools for Kirkwood School District R-7 is A. L. Crow; F. Burton Sawyer is president of the board of directors. Educational consultants are Engelhardt, Engelhardt, Leggett and Cornell of New York City. N. Y.



Above, the entrance lobby, and display area. Right, the educational laboratory in the little school unit. Below, the library.





Exterior view of the new Arroyo High School in El Monte, California. Architects were Kistner, Wright & Wright of Los Angeles. B. L. Bergstrom is superintendent in the El Monte Union High School District.

Arroyo High School

LAMAR L. HILL

Assistant Superintendent in Charge of Business,
El Monte, Calif., Union High School District



An exterior view of the "L" shaped cafeteria which can be divided into two assembly areas with electrically operated partitions.

The new Arroyo High School in the El Monte, Calif., Union High School District is built on the campus plan. One of the primary objectives was to construct a school plant in such a way that there would be more complete utilization of all available teaching spaces. The buildings house 2000 senior high school students, grades 9 through 12.

Rest rooms and offices for teachers are combined in a separate building and located so that each academic department has similar accommodations. This makes it possible for several teachers to use the same classroom, and provides a quiet working space for each teacher at all times. Multi-assignment of teacher spaces reduces the total number of teaching stations needed, thereby reducing the total cost of the school plant.

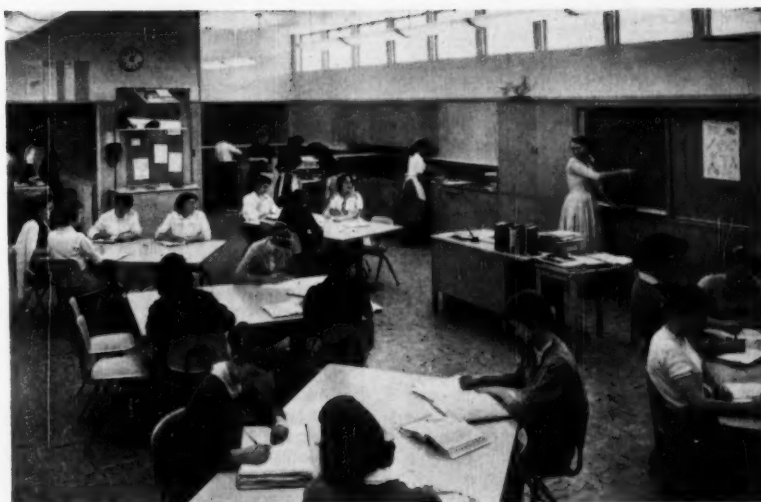
All buildings are one story high and are grouped together by departments, i.e., social science, English, homemaking, science, mathematics, etc. Great care was used by the architect in designing the buildings so that they would blend and harmonize with the residential neighborhood. The total result is an atmosphere conducive to a wholesome school and community life.

A view of the library, which is "L" shaped with the checkout counter in the corner of the "L" to cut supervising distance to a minimum.

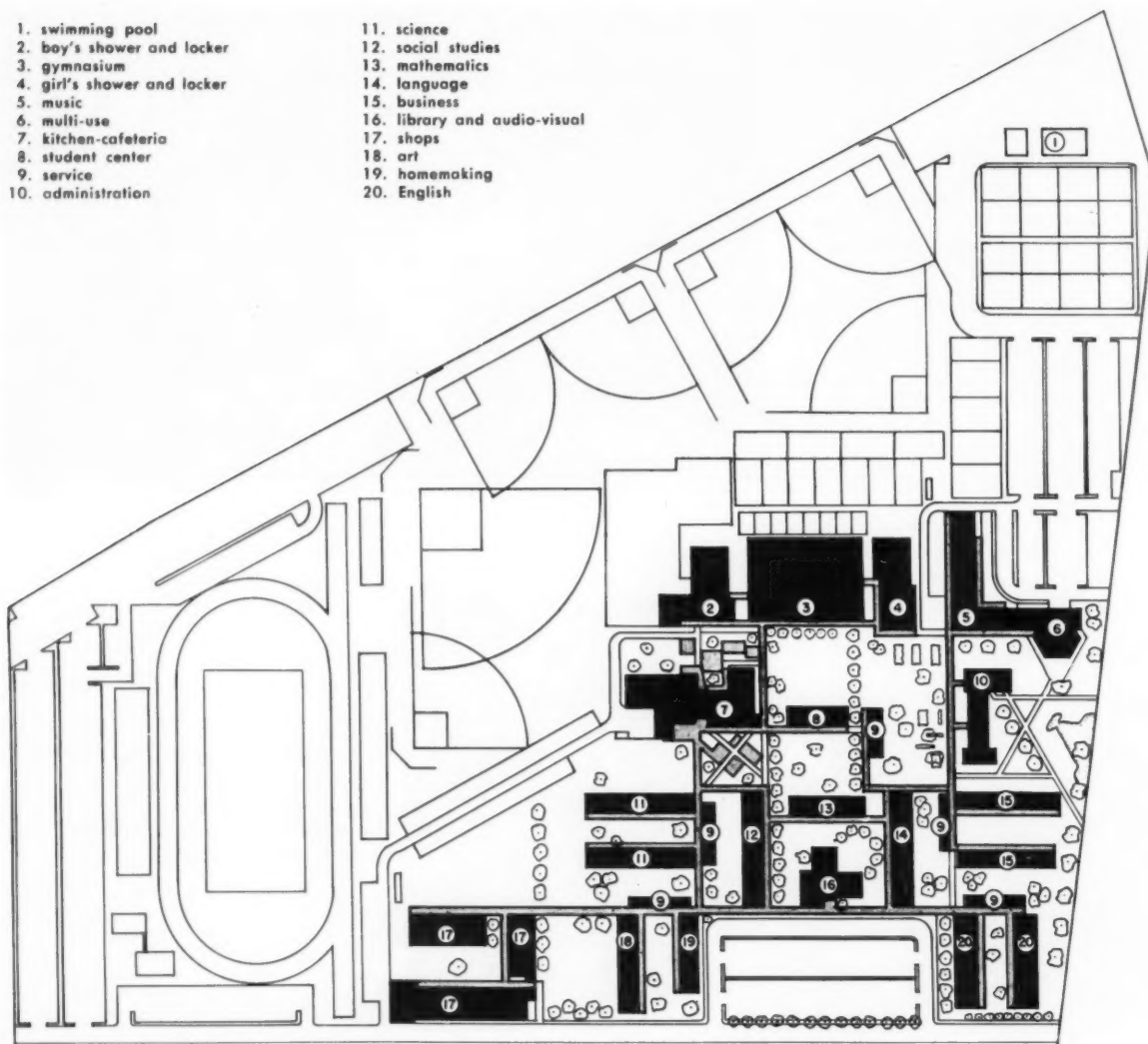


All buildings are one story high and are grouped together by departments. Here is a view of the chemistry-physics room located in the science department.

A view of one of the rooms in the homemaking department. Air-floor heating and ventilation is used in almost all of the teaching stations.



- | | |
|-----------------------------|------------------------------|
| 1. swimming pool | 11. science |
| 2. boy's shower and locker | 12. social studies |
| 3. gymnasium | 13. mathematics |
| 4. girl's shower and locker | 14. language |
| 5. music | 15. business |
| 6. multi-use | 16. library and audio-visual |
| 7. kitchen-cafeteria | 17. shops |
| 8. student center | 18. art |
| 9. service | 19. homemaking |
| 10. administration | 20. English |



Library

The library is "L" shaped with the checkout counter located in the angle of the "L" so that the distance to supervise is held to a minimum. An outside beautifully landscaped reading patio is located in the open area of the "L" for committee work and to bring the beauty of the outside atmosphere into the library.

The student center consists of a large room for the student-body officers meetings, the student store and bookroom, which is situated close to the multi-purpose building in which the cafeteria is located. The cafeteria is also "L" shaped and can be divided into two assembly areas by means of electrically operated partitions. In the serving area the steam tables and food counters are arranged on the "scramble" plan, or "open square," which makes it possible to avoid waiting lines and speeds up service faster than the older method.

Adjacent to this is the typical handout stand which is supplied from the regular kitchen. Teachers and other personnel have their own private dining room, lounge and enclosed patio.

Administration Building

The administration building houses counselors, attendance personnel, and nurse's office. The gymnasium will seat 1150 people. Stage lights and stage drapes have been installed to enable multi-use for physical education and auditorium functions.

Air-floor heating and ventilation is used in practically all of the teaching stations. When outside air is forced through the cement floors during the hot weather, the cool floors, acting as a "cool mass," reduce the temperature of the air being introduced into the classroom.

Construction was done on an increment "as needed" basis. The first incre-

ment included auxiliary facilities and housed the freshmen and sophomore classes. More classrooms were constructed in the second increment to accommodate the junior class, and the third increment to house the senior class. The fourth increment included a combination gymnasium and auditorium and additional classrooms to provide for increasing enrollment.

The average building cost per square foot of Arroyo High School was \$12.81. The high school and other projects were financed with bond money which was voted by the people to provide a ten-year school building program. At the time the bonds were voted, bonds were approved in excess of the school district's bonding capacity by several million dollars. This ten-year building program made it possible to keep pace with rapidly increasing enrollment and to avoid the extra expense of state school building aid. ■

Beware False Equalization

MORRIS F. BAUGHMAN

Examiner, Tucson, Ariz., Public Schools

The equalization issue in school financing has been a prime topic for debate in many states for several years. The object of most proposals is to relieve the local homeowner of part of his property tax burden, by requiring the state, with its broader revenue bases, to pay a larger share of school costs.

It is dangerous to assume that merely increasing the state's allocation to schools will help the small property owner. The money he saves on reduced tax rates may be taken out of his pocket by some other means. Consider the situation in Arizona, where recent changes in school finance laws, supposedly designed for equalization and tax relief, will actually cost the average wage earning homeowner more money.

Until amended this year, Arizona law provided that the state pay \$127 and the county \$30.50 to each district, for each pupil in average daily attendance the previous year. For several years, the Arizona Education Association and other groups have been attempting to secure legislation providing for additional state aid for school districts where the assessed valuation per pupil is relatively low, and the tax rate necessarily high to provide an adequate standard of education.

Equalization Rejected

The 1959 Arizona legislature considered several proposals to amend the law. Equalization on a state basis was rejected again, because it would have required a popular vote to amend the state constitution. Instead, the legislature increased state aid per pupil, plus putting it on a basis designed to compensate for current increase in enrollment. The new law also reduced the county apportionment per pupil, but provided that as much as \$20 per pupil might be granted from county funds for equalization. Briefly, the provisions of the new law, compared with the old, are:

	New	Old
State Apportionment*	\$170.00	\$127.00
County Apportionment	10.00	30.50
County Equalization (If a district qualifies)	20.00	
Total Possible State and County aid	\$180.00	\$157.50

Entitlement to county equalization depends upon a formula included in the law. A "basic cost of education" figure was set at \$275 for elementary and \$425 for high school pupils. From this total, for each district, is subtracted the \$180 from state and county funds, the amount per pupil that a \$1.50 (elementary) or \$1.30 (high school) qualifying tax rate would raise, and a part of federal funds received, based on the ratio of the qualifying tax rate to the previous year's actual tax rate. The district must levy at least as much as the qualifying tax rate to be eligible for any equalization funds. If these sources of income do not equal the \$275 or \$425 per pupil, the district will receive county equalization aid, but not necessarily enough to bring it up to these "basic cost" figures, since the amount the county will pay is limited to \$20 per capita for the entire county.

Budget Limitation

The new law also includes a budget limitation on current operational expenditures. These can be increased no more than 6 per cent per pupil per year, except upon formal application to and approval by the County Board of Supervisors. Heretofore, there have been no school budget limitations in Arizona.

County finances will not be materially affected by this law. The former apportionment was \$30.50 per pupil, based on the previous year's ADA. The new law provides a maximum of \$30 based on the "computed current ADA." In some counties of rapid growth, changing the ADA basis might result in a 10 per cent increase in county aid requirements, if all districts qualify for equalization.

State Level

At the state level, it is obvious that more money will be needed. Here is where the legislature dipped

*The old state apportionment was based on the previous year's average daily attendance. The new law uses a "computed current average daily attendance." The previous year's ADA, plus the increase over the year before that, is used to determine the allotment.

into the average person's pocketbook. To raise the additional funds, the state sales tax was increased 50 per cent. This raises the tax on retail items (including groceries and medicines) from 2 to 3 per cent.

The two Tucson districts (high school and elementary) comprise the largest educational unit under one administration in the state. About 14 per cent of all the pupils in the state go to school in these districts. An analysis of what this law will accomplish in Tucson gives a good indication of what it will mean to the rest of the state.

Calculations show that the property tax rate in Tucson might have been reduced as much as 90 cents, if this law had been in effect for 1958-59. Property assessments are relatively low there—the average home assessed valuation is not over \$2,000. Thus the homeowner would have saved \$18 on his property tax. But his sales tax would have been higher. If his income is \$5,000, at least half of it goes to taxable items. The additional 1 per cent tax would have cost him \$25, against his property tax savings of \$18.

As a consequence of this law, any new proposals for property tax relief at the local level through school financing will probably be met with extreme disfavor in the legislature. A severe disservice has been done to the cause of spreading school costs in Arizona. The ordinary property-owning taxpayer is not analytical by nature. A reduction in his semi-annual tax bill is easy to see and rejoice over. The increased sales tax will cause grumbling, but few people will take the trouble to find out how much it is actually costing them. The voices of protest against rising property taxes for schools will be stilled for a few years. The industries and businesses which stand to benefit from lower property taxes, while passing on the additional sales taxes to their customers, will enjoy another respite from a day of final reckoning on the question of school financing.

If some type of school aid legislation is pending in your state, it should be investigated thoroughly before it can be enacted. Even this does not suffice. The glare of publicity is frequently the only preventive for such measures as the one Arizona has passed. The people who will actually lose money by such a measure should be alerted to the situation. In the face of strong and vocal public opinion, which was not present in Arizona, the state legislature could hardly enact such a measure into law.

Plumbing Fixtures for Educational Facilities

NORMAN J. RADDER

Editorial Director, Plumbing-Heating-Cooling Information Bureau,
Chicago, Ill.

Members of school boards who in the past have wrestled with such questions as the ratio of plumbing fixtures to pupils in school buildings will find the answers in a study entitled "Plumbing Fixtures for Educational Facilities."

This study was prepared for the Plumbing Fixture Manufacturers Association by the School Planning Laboratory of the School of Education of Stanford University, Stanford Calif. The study was directed by James D. MacConnell, professor of education, and William R. Odell, professor of education.

The study is based on recommendations and suggestions received from over 10,000 teachers and hundreds of architects, school building principles and superintendents, planning commissions, and custodians. Consultants were brought in from outside agencies.

It is pointed out that the study was made in order to determine the kinds, numbers, sizes, and locations of the plumbing fixtures required to meet the needs of children in a modern program of education. It is based on the premise that the only justification for the installation of plumbing fixtures in school buildings lies in their contribution to the education, health, and welfare of children.

"The data," says the report, "have been gathered from a wide variety of sources by a variety of methods, over an 18-month period. Questionnaires and interviews have been used, building and plumbing codes analyzed, and a time-use study made. Just as important has been an analysis of educational programs to determine plumbing fixture needs."

Educational Benefits Stressed

"The conclusions thus depend on the

facts gathered and on the knowledge and opinions not only of the staff of the School Planning Laboratory and other members of the faculty of the School of Education, Stanford University, but also on the knowledge and opinions of thousands of school personnel, and of architects, planners, and consultants."

"Throughout this report," it is pointed out in the Introduction, "the emphasis has been on the educational aspects of the plumbing fixture problem. It does not deny the fact that where a comparatively large number of persons are gathered together, as in a school building, certain sanitary facilities must be supplied.

"From the public health viewpoint these facilities must be designed and installed so as to prevent transmission of disease and for ease of maintenance. But there are other implications to their installation which must not be overlooked, physiological relationships between plumbing fixtures and the health of the school child.

"The number, size, design, and location of toilets, showers, urinals, lavatories and drinking fountains have a definite bearing upon the health habits of the child.

"In addition to the sanitation, health, and safety aspects of plumbing fixtures in schools there are overriding educational aspects which must be kept in the forefront of any study such as this. The educational aspects range from the inculcation of good habits through training in the proper use of toilets and lavatories to the wider educational usage of plumbing fixtures in special areas such as science or home economics.

"The findings of this study as presented in the recommendations should be useful to educational and architectural planners, and to fixture manufacturers and installers in providing plumbing fixtures which help educate children for life in an increasingly complex world.

"By presenting a number of school, classroom, and toilet area diagrams in this report, it is hoped that suggestions for better placement of toilet, drinking fountain, and shower facilities will result. Throughout this investigation a need for

better educational use of these facilities was stressed by the users. If this study results in these facilities becoming more recognized as a part of the learning process, it will have been worth the time and effort it has taken."

In the final chapter entitled "Recommendations," specific recommendations are offered regarding toilet rooms and individual fixtures. Inasmuch as these recommendations constitute the crux of this study, they are summarized here as follows:

Toilet Rooms

Separate facilities should be provided for boys and for girls in the kindergarten and grades one through twelve.

Separate facilities should be provided for the kindergarten and primary grades, as well as for the middle, junior high, and senior high school grades.

Centrally-located gang or group installations should be provided for grades above grade one.

Kindergarten and grade one should have toilet rooms within self-contained classrooms.

Grades two to six should have one boys' toilet room and one girls' toilet room for each four to six classrooms.

Grades seven to twelve should have one boys' toilet room and one girls' toilet room for each six to eight classrooms.

Separate facilities should be located in the health suite, that is, the room for the nurse and patients.

Separate facilities should also be located in the:

Auditoria, gymnasias, and music centers

Arts and industrial arts areas

Physical education area

In the teacher's lounge there should be separate facilities for men and women. They should be adjacent to but not opening on the lounge.

Toilet Bowls

Smooth impervious glazed surface without cracks or joints; safe water seal; vitreous china, acid proof finish; round shaped for grades K-3; elongated oval

bowl for grades above the third grade; positive flushing action; siphon-jet and blow-out toilets with flush valves; trap size equivalent to commercial standards; quiet type fixtures for rooms adjacent to principal's office, teachers' room, or classrooms.

Seats

Separate, hinged seat; plastic, or plastic covered, elongated open front seats, less covers, for grades above the third grade; plastic, or plastic covered, round close front type, less covers, for grades K-3. Open-front seats are available when desired.

Flush Valves

Non-hold open flush valves of either the piston or diaphragm type; "quiet" flush valves and bowls especially when the wall to which the fixtures are attached is adjacent to a classroom, teachers' room, or office; concealed flush valves or if the exposed type, appropriately designed to be vandal-resistant.

Special Requirements

For specific operations requiring minimum water consumption pressure tank installations are often desirable.

Health Aspects

The number and location of fixtures are determined in light of the size and distribution of the population served.

Mounts

Floor mounted 13-in. bowls for grades K-3; wall mounted, 15-in. bowls for grades 4-12.

Although 10-in. bowls are probably somewhat better physiologically for five- and six-year-olds, pupil and parent opposition is such as to outweigh this advantage.

Toilet-Fixture-Student Ratios

Elementary boys (K-6), 1:30; elementary girls (K-6), 1:25; junior and senior high boys (7-12), 1:40; junior and senior high girls (7-12), 1:30.

The provision of two toilet rooms for each kindergarten and first grade classroom results in higher ratios in the elementary grades.

Urinals

Urinals in boys' rooms from kindergarten through grade twelve; urinals nearer door than the toilets in toilet room; smooth impervious material; minimum fouling surfaces; vitreous china, acid proof finish; wall-hung with extended lip; motor operated flush valves or equal. To avoid vandalism these should be either concealed or mounted high above the fixture.

In any situation where water supply is not a serious problem, urinal tanks may be the most economical installation. Girls' urinals are gaining acceptance but insufficient data is available for recommendations.

Mounting Heights

Maximum recommended from lip to floor: primary grades (K-3), 18 in.; middle grades (4-6), 20 in.; junior high school grades (7-9), 22 in.; senior high school grades (10-12), 24 in.

Urinal-Fixture-Student Ratios

Elementary boys (K-6), 1:25; junior and senior high boys (7-12), 1:25.

Work Sinks

Provide in all elementary school classrooms; also in core and special area classrooms in the junior high school grades

"The only justification for the installation of plumbing fixtures in schools lies in their contribution to the education, health, and welfare of children"

(listed below); and in special areas and some social studies and language arts areas of the senior high school.

Art

Perimeter, double-compartment sink; two-peninsula or island sinks; special clay traps-plaster interceptor; water mixing supply fixture.

Homemaking

Single- and double-compartment sinks; cabinet installed; classroom sink in clothing area; water making supply fixture.

Industrial Arts

Porcelain enameled cast iron (A.R.) vitreous china, stone or marble, stainless steel, or porcelain enameled steel; hot (120 degree) and cold water-thermostatic.

Music

High velocity jet and standard faucet on work sink for washing musical instruments.

Science

Work spaces and sinks acid-resistant (A.R.) and durable traps, drains, and vents (impervious and A.R.) extend from sink to waste line.

Workrooms

Provide for nonclassified personnel and teachers; provide facilities for business education, journalism, and library areas.

Water Temperature

Tempered water (up to 115 degrees) recommended for all general-use work sinks; water mixing supply fixture.

Mounting Heights

From rim to floor: kindergarten (if used by children), 24 in.; primary grades (1-3), 27 in.; middle grades (4-6), 27 in.; junior high school grades (7-9), 31 in.; senior high school grades (10-12), 31 in.

These heights are based on an eight-inch depth in the bowl. Children in the various age groups should be able, with these mounting heights, to reach and work at the bottom of the bowl with arms at a comfortable 45 degree angle.

Drinking Fountains

There is need for better sanitation and safety design; fountains are not to be a part of work or wash sink—separate fixture; in classrooms, kindergarten through grade three, away from doors and other traffic lanes; from junior and senior high, in corridors, recessed, away from stairs and corners; there is need for constant pressure at fixture; in numbers to meet peak needs; in areas near plant perimeter;

in areas of strenuous activities; in areas of student and public gatherings; vandal-proof fittings; water chillers and cooler in areas of extreme heat; freeze-proof mechanical parts in areas where freezing is a problem.

Mounting Heights

Maximum recommended to nozzle top: primary grades (K-3), 24 in.; middle grades (4-6), 28 in.; junior high school grades (7-9), 34 in.; senior high school grades (10-12), 34 in.

Fixture-Student Ratios

Elementary (K-6), 1:40; secondary (7-12), 1:50.

In general, a minimum of two drinking fountains per floor is recommended.

Showers

Grades K-6: Provide in elementary schools for students having no or inadequate home bathing facilities.

Grades 7-12: Gang installations for boys; combined gang and individually partitioned installations for girls; mixing valves or equivalent operation-thermostatic; control valves 45 in., above floor level.

Safety Features

Limited curbs; nonslip floors; positive water temperature control, protection-thermostatic.

Shower Heads

Self cleaning, vandal resistant, and with a properly designed spray pattern to overcome the necessity for adjustable heads. Institutional types offer the best protection against vandalism.

Mounting Heights

Junior high school grades, boys, 56 in.; junior high school grades, girls, 54 in.; senior high school grades, boys, 60 in.; senior high school grades, girls, 56 in.

Fixture-Student Ratios

In physical education installations, 1:3; in other areas as needed.

Lavatories and Wash Fountains

In addition to the lavatories commonly located in the toilet rooms, the survey advises that supplementary handwashing fixtures be installed in or near the cafeteria and as needed in shops, craft rooms, the gymnasium, and certain spaces in the journalism and business education departments. Washfountains, which are being installed with increasing frequency, can be located in industrial art shops, in corridors adjacent to the cafeteria, and in group toilet rooms.

General

Facilities in or near cafeteria; in toilet rooms near entrance; in shops and crafts rooms; in journalism and special areas of business education; designed so that hands are washed in running water; open waste strainer; porcelain enameled cast iron, enameled steel, or stainless steel, precast stone or marble where great tensile strength is required (shop areas and service areas).

Controls

In order of preference: (1) foot controls; (2) easily operated timing devices; (3) standard shut-off; (4) self-closing but non-timing.

Water Temperature

Tempered water—thermostatic (up to 115 degrees F.) at all general-use lavatories.

Mounts

Concealed chair-carrier; concealed wall hung; vanity and cabinet type in family and homemaking areas.

Mounting Heights

From rim to floor: kindergarten and grade one (1), 24 in.; grades two and three (2 and 3), 27 in.; middle grades (4-6), 27 in.; junior high school grades (7-9), 31 in.; senior high school grades (10-12), 31 in.

These heights are based on a basin depth of 6 inches and should make it possible for pupils to reach the bottom of the bowl with arms at a comfortable 45 degree angle.

Fixture-Student Ratios

Elementary boys (K-6), 1:35; elementary girls (K-6), 1:35; junior and senior high boys (7-12), 1:40; junior and senior high girls (7-12), 1:40.

Provisions for Initial Segment Enrollments

		Toilets	Urinals	Lavatories	Drinking Fountains
15 or fewer	Boys	1	1	1	1
	Girls	2	-	1	-
16-35	Boys	2	2	2	2
	Girls	3	-	2	-

Other Recommendations

The report points out that all toilet rooms should be designed with the problems of maintenance, operation, and supervision in mind. In order to discourage loitering, they should be no larger than is necessary to accommodate the required number of fixtures and the anticipated traffic. When the main entrance is properly screened from the corridor, doors may not be necessary; some school systems have realized better supervision by using screen baffles instead.

Lavatories or washfountains should be

located near the exits, with urinals nearer the door than toilet compartments. There is no justification for the omission or removal of toilet enclosures in either boys' or girls' washrooms.

To assure maximum use of lavatories and to prevent hair-clogged drains, mirrors should be adjacent to but not over the wash bowls. With this arrangement, students who have completed handwashing will have moved on to a mirror to comb their hair, freeing lavatories for use by others.

In junior and senior high schools, a bookshelf should be provided near the entrance to washrooms. In girls' washrooms above the sixth grade there should be a sanitary napkin dispenser with disposal facilities. For reasons of sanitation, drinking fountains should never be installed in washrooms, the report advises.

To discourage smoking and the defacing of walls in washrooms, the space should be well lighted, preferably with some direct sun. Ventilation should be accomplished by negative pressure, with or without exhaust fans, rather than by forced air.

Additional Considerations

The water provided for school use should be analyzed to determine its need for treatment in combating the maintenance problems which may be expected from an untreated supply, that is, staining of lavatories due to iron or turbidity in the water and lime scale formation which clogs pipes and causes malfunctions of the valve operating equipment.

The conservation of water is of increasing importance in most school areas. Methods of controlling the flow of water and also the water pressure should be investigated to determine their effectiveness in conserving water while maintaining the efficiency of the fixtures.

Thermostatic controls contribute to water conservation and the efficiency of the fixture but involve consideration of a minimum water pressure as well as the water temperatures.

Water pressure at drinking fountains is

a common problem which needs consideration. The pressure here often varies with the frequency of use of the other plumbing fixtures and makes the drinking fountains inoperable, generally when they would be most used.

General Comments and Suggestions

1. The present trend is for more joint purchase, use, and maintenance of facilities by school and community. The trend requires master planning for the location and number of all plumbing facilities.

2. Overloading of design capacities which occurs during breaks in public and scheduled school gatherings such as meetings, spectator sports, etc., indicates that there be sufficient numbers of the right kind of installations to accommodate the numbers and kinds of users anticipated. If an auditorium or gymnasium is to be used for night activities, it is desirable that there be sufficient toilet-room and drinking facilities within the space so that other components of the school plant need not be opened to obtain access to toilet rooms.

3. School building design has gone through the following stages: the two and three story school, the one story finger-type plan, the block or loft type school, and, finally, a more concentrated emphasis on the campus type plan. It is apparent that the placement of toilet room facilities has not kept pace with school design trends. In the study the number of fixtures per pupil within the entire school was found to be adequate in many cases, but more attention is needed in the proper placement of fixtures according to the areas where they will be used.

4. A need is indicated for more open work areas that allow for maximum supervision. Suggestions offered vary from open areas to glassed-in spaces with direct access to toilet areas.

Copies of the full report are available at \$2 a copy through the School Planning Laboratory, School of Education, Stanford University, Stanford, Calif. ■



The Joint Committee of the Warren Area Joint School Board in Pennsylvania was started in 1935 and since that time has added a million dollar addition to the junior high school and is in the process of building a three million dollar high school on a 100 acre site adjoining the town of Warren. From left to right, members of the committee are: Charles R. Beck, clerk on the board; Norman Grosch, vice-president; Mrs. Mickelson; M. G. Keller, president; Mr. Colosimo; Richard Smith, secretary; Dr. Carl E. Whipple, superintendent of schools; R. P. Eaton, solicitor; Mr. Chinberg; Mr. Kieshauer; Mr. Tremblay; Mr. Hanson; Myron Jewell, treasurer; Dr. O'Connor; Mr. Calderwood; Mr. Johnson; and Mr. Miley.

WORD FROM WASHINGTON

Staffing and Constructing Public Schools — Determining the National Goals

ELAINE EXTON

A 50 per cent rise in teachers' salaries, stepping them up from an annual average of \$4,935 in 1958-59 to \$7,439 by the 1963-64 school year, and a \$26.8 billion school building program to provide at least 607,600 additional classrooms during the new decade were considered "attainable" and "reasonable" national goals by representatives of nearly 60 national educational, youth-serving and labor organizations attending a conference held by Secretary of Health, Education, and Welfare, Arthur Flemming, on April 12 in Washington.

Some of the participants viewed as "modest" these objectives submitted by the U. S. Office of Education as "drastic measures" essential for our national survival contending that they fall short of "what the richest nation should be doing."

Striving for Consensus

While there appeared to be wide agreement on the goals staked out in the Office of Education's "discussion paper," some puzzlement was expressed as to what the seeming consensus signified since their report contained no recommendations on the methods to finance these goals.

But Arthur Flemming, who has been advocating the establishment of specific financial goals in health, education, and welfare and time schedules for meeting them ever since his appointment as HEW Secretary, considers that if substantial agreement can be reached on national goals for education, "it will expedite our ability as a nation to come to grips with some of the problems in the education world" and make it easier to achieve agreement on how school costs should be divided among local, state, and federal governments.

Voicing his belief that the Federal Government can render a valuable service in helping to obtain a consensus—rather widespread agreement on the soundness of goals, not unanimity—he made clear he recognizes that there are hazards and possibilities of misunderstanding in such a course but that he regards them as "the kind of calculated risk the government should take" in providing necessary leadership.

Describing the meeting with representatives of national agencies as "an

important step in working toward a further clarification of some of the major needs in elementary and secondary education and the goals we should set as a nation," Secretary Flemming expressed a wish to establish this procedure in determining nationwide goals as part of the normal process of government.

So as not to set back this process, he offered to hold a similar conference for national organizations which should have been included in the discussions but did not have a representative present. Promising the participants that their suggestions would be considered in modifying the preliminary manuscript they had jointly reviewed, he said in closing "if you have further ideas, drop us a note."

Other Goals Studies

Three other national bodies are also planning to make studies of the goals for American education.

Pointing out that if America's "progress is to be steady, we must have long-term guides extending far ahead, certainly five, possibly even ten years," President Eisenhower in his 1959 State of the Union Message disclosed his intention of appointing a study committee on National Goals composed "of selfless and devoted individuals, outside of Government . . . which would update and supplement, in the light of continuous changes in our society and its economy, the monumental work of the Committee on Recent Social Trends which was appointed in 1931 by President Hoover."

To chairman this new commission* which will "be concerned, among other things, with the living standards of our people, their health and education" . . . and methods to meet the goals set up,

*In addition to Chairman Henry Wriston, former President of Brown University, the other members of the President's Commission on National Goals are Frank Pace, Board Chairman of General Dynamics Corporation, Vice-Chairman; James Killian, Jr., President, Massachusetts Institute of Technology; Gen. Alfred Gruenther, President, American National Red Cross; Clark Kerr, President, University of California; Learned Hand, Retired New York Federal Circuit Judge; Erwin Canham, Editor-in-Chief, *Christian Science Monitor*; Colgate Darden, former President, University of Virginia; James B. Conant, former President of Harvard University; George Meany, President, AFL-CIO; Crawford Greenewalt, President E. I. DuPont de Nemours and Co.

he has named Henry Wriston, who heads the American Assembly which President Eisenhower founded during his Columbia University presidency, to conduct a continuing program of conferences on current national problems.

When queried as to whether the U. S. Office of Education's report on national school goals would eventuate as the education study of the President's National Goals Commission, Secretary Flemming answered "no." Explaining that the President's Commission is "a separate thing" which is to be privately financed, he said "we will submit our recommendations to them."

Two committees of the National Education Association will also prepare long-range recommendations on educational objectives. The Educational Policies Commission is already at work on a re-statement of the controlling purposes of American education in terms of present-day conditions and needs and the membership of a new National Education Association committee to examine the instructional program of the public elementary and secondary schools and formulate guidelines for curriculum development will soon be announced.

Office of Education Paper

The first of the studies to submit a preliminary report on school goals for discussion is the survey which the U. S. Office of Education initiated more than 18 months ago at Secretary Flemming's request.

The draft, which representatives of national organizations considered at the all-day conference sponsored by the Department of Health, Education, and Welfare on April 12, appraises the factual situation pertaining to the instructional staffing and construction of public elementary and secondary schools and computes the dollar costs of achieving these two national goals:

I. To have a professionally qualified and competent teacher in each classroom in America's public elementary and secondary schools—(a) by providing staff salaries that are competitive with those in other occupations requiring equivalent training and experience, and (b) by significantly improving selection procedures and pre-service and in-service programs in teacher education.

II. To complete a construction program during the five school years after 1958-59 which will supply satisfactory school housing for every public school child by the fall of 1964; and a construction program during the second five years of the ten-year period through 1968-69 to maintain the status of a satisfactory classroom for every child.

The 98-page document elaborating on these objectives brings together the manuscripts prepared by two Office of Education "task forces" in consultation with outside groups.

Heading the task force on the instructional staff was Virgil R. Walker, former chief of the O.E.'s Secondary School Section who now directs the Office of Education's Educational Statistics Branch, while the school construction

(Concluded on page 38)

the AMERICAN SCHOOL BOARD JOURNAL

SMALL SCHOOLS

THE argument of school administrative idealists who hold that, in order to provide an adequate instruction program, a school district must have an enrollment of 2000 children and a high school must have a minimum graduating class of one hundred, seems to lose its force when some of the newer plans of sharing educational services are considered. Much of the criticism of small rural schools is rightfully based on the narrowness of the educational program and on the mediocre quality of teachers and supervisory staff. Too few school boards in small districts can express satisfaction with their superintendents or principals, because these are the best who can be found, who are comparable in ability and preparation with city school executives, who are giving devoted and contented service in their jobs, and who are receiving professional support and freedom, backed with a high professional salary. And too few rural school boards have really explored the possibility of joining with their neighbor school districts in co-operative efforts for better instructional programs made possible by the new means of communication and transportation — better roads, automobiles, audio-visual instruction, radio, and television.

Leadership in a new realization of small school possibilities is found where political and community lines have been crossed in setting up what "The Catskill Area Project in Small Schools Design" calls *shared school services* under participating district school boards, co-operating professional supervisory and administrative boards — all supported by local taxation and state approval and financial aid. The Catskill Area Project, as described in a revealing brochure, has been in operation since 1956, and has accumulated sufficient experience to make clear the guiding principles of administration and organization necessary for success. Each of the centralized school districts participating in the "shared services" continues its own independent existence and operates its central school and its rural elementary schools. The district superintendent (in other states, the county superintendent) is the executive officer of the co-operating services and heads the co-operative board made up of the local administrators, usually the supervising principals. Subject to the acceptance and approval of the participating local school boards, the co-operative board sets up the shared services and works out the details.

The shared services include the work of circuit riding librarians, counselors, teachers of music, art, foreign languages, remedial reading, and driver training — all of whom can work in instructional areas which are of the multi-use type. For such subjects as industrial arts, vocational agriculture, physics, chemistry and biology, all of which require expensive, heavy, and permanently installed equipment, the pupils commute from school to school. Each of the co-operating schools houses only one or more of the laboratories and/or shops so that no one district is

burdened with undue expense of housing, equipping, and operating special facilities. The instructional services are arranged and supervised by the professional coop-board and annual evaluation of the existing arrangements are made so that adjustments according to experience and need can be made. Flexibility and periodic rearrangements are made of all part-time teaching service and part-time use of facilities. As soon as sufficient pupils are found in a school to warrant full-time service the shared service is discontinued. The plan requires careful adjustments of bus services to convey children from school to school; the teachers ride in their own cars for the use of which they are compensated on a mileage basis. The New York State Department of Education supports the shared services and gives substantial fiscal aid, the latter carefully adjusted by a well-tested formula to each school district according to its need and effort. A final, important aspect of the undertaking is the constant watch which the coop-board keeps on changing educational needs and emerging changes in social, economic, and community patterns which indicate future, if not immediate, changes in the services, curriculum, and financing of the co-operating schools.

The Catskill Area Project is only one of a number of efforts made in various states to better the rural schools without seeking bigness or large city plans of school organization. There are still enormous opportunities for school board leadership in solving the school problems of sparsely settled areas. The school boards need only use the old American spirit of pioneering and local independence.

ADULT EDUCATION

DR. EMERY FOSTER, in a publication of the U. S. Office of Education, calls attention to the fact that the 3.2 million adult students enrolled in 1955-56 in public schools equaled 10.2 per cent of the total enrollment. Since the last available figures were compiled the number of men and women under formal instruction has grown still larger and it is not likely that the number of adult pupils is less than 11 per cent of all enrollments. This growing area of service is strong evidence of the truth of the idea that education is and should be a lifelong process. Certainly, it is a means of raising the cultural and economic status of individuals and families, and also of bettering their citizenship. Dr. Foster refers in his statement to a general definition of adult education "as including educational programs — other than regular full-time, and summer elementary and secondary day school and college programs — that provide opportunity for adults and young people out of school to develop skills, knowledge, habits, or attitudes through formal instruction or informal group leadership directed toward recognizable learning goals."

The local program of adult education deserves an annual review by the board of education, not merely as a troublesome minor part of the budget but as a constructive service for bettering the community. Adult education is an essential part of the whole cultural picture of the community. The public schools should rightfully expect such social agencies as the churches and the music, art, commercial, labor, and welfare groups to carry their respective share of informal or indirect education. But the schools should be the true leaders under school board guidance.



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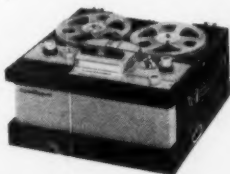
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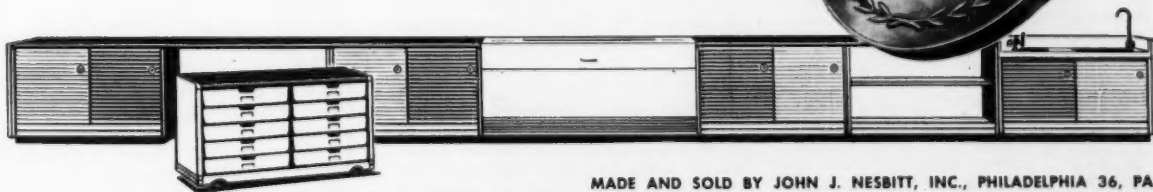


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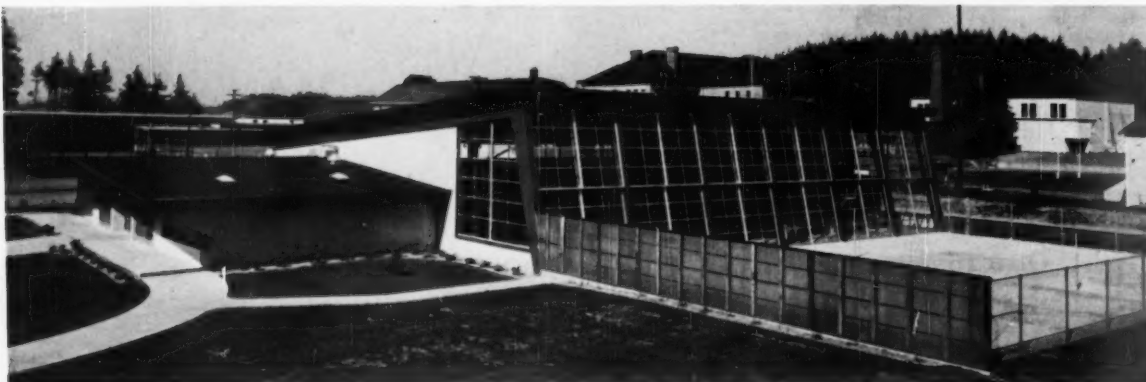
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Exterior view of the North Bend, Oregon, swimming pool. Architects were Gordon Trapp-Stevens and Thompson of Portland, Oregon.

planning and operating details of the award-winning —

North Bend Swimming Pool

HENRY H. HARTLEY

Superintendent of Schools, North Bend, Ore.

In the fall of 1955, North Bend, Ore., through its city council, made a proposal to the school board. It proposed to build and equip a swimming pool on the high school campus, providing the school district would accept the responsibility for operation and maintenance. It specified that the pool was to be used as a school facility during school hours and as a public facility at other times. The school board accepted the proposal and a joint committee composed of council and school board members and chaired by the chairman of the city park commission was established. The city administrator and school superintendent acted as advisers to the group.

No member of the committee had had more than casual experience with swimming pools. Rather than place itself at the mercy of an expert, it began what proved to be a rather long process of self-education. It subscribed to the leading periodical in the field, bought its annual publication, sent for all the free material available and in one way and another acquired stacks of information. Later, it prevailed upon the late Dr. Ralph Leighton, Dean Emeritus of the School of Health and Physical Edu-

cation of the University of Oregon, to act as consultant.

When it felt sufficiently prepared, the committee selected an engineering firm to design the project. This had some of the aspects of the blind leading the blind, inasmuch as the firm selected had never completed a pool.

A very valuable experience was a trip taken by the school superintendent, the city administrator, and the engineer to visit pools in a neighboring state. Many installations were viewed, with each viewer involved in different aspects of each operation. Many valuable ideas which later found expression in the plans were gleaned through these visitations.

Very early in its deliberations, the committee made some basic decisions. It decided that it would take its time, that it would withhold decisions until all factors had been considered and that minor details would not be considered until major problems had been solved. Eventually, the committee evolved a set of functional specifications. Because of the involvement of the school system and climatic conditions, a covered pool was indicated. For a variety of reasons, perhaps stemming

back to memories of swimming pools in basements, the illusion of outdoor swimming was desired. A so-called indoor-outdoor pool became a goal. The school's interests in teaching and in competition became part of the specifications as did the interests in the public for recreational swimming. In regard to the latter, much weight was given to the thought that the pool should be designed in such a manner that all members of a family, from adults to pre-school children, could enjoy it simultaneously.

U-Shaped Design

The pool that grew out of these specifications turned out to be U shape in design. One leg of the U is devoted to diving and has a maximum depth of 12 feet. The other leg is reserved for beginners with a minimum depth of 2½ feet. The base of the "U" is 25 meters long and 42 feet wide, providing 6 swimming lanes at the metric distance and a lot of area for recreational swimming. That portion of the pool containing the diving area is 25 yards by 42 feet, providing 6 lanes at American distances. Minimum depth at the American distance is 5 feet. At the metric

distance, it is $3\frac{1}{2}$ feet. Provision is made to increase the depth by shifting the overflow from the gutter to the lip of the pool.

The southern side of the building is constructed of aluminum and plate glass. Provision is made to open the lower half of this wall so that on warm days a sun deck area becomes a part of the facility. Clerestory windows admit light at the north. Wall height windows are a feature at the south end of the east and west walls.

This pool was awarded first place and a gold medal for the best public pool design in the Second Annual Awards Design Competition sponsored by "Swimming Pool Age," a magazine in the field. The presentation was made at the National Swimming Pool Institute Convention and Exposition at Los Angeles, California on December 2, 1958.

The pool was placed in use in November, 1957. During the first complete year of its operation, attendance totaled 102,898. Of this number, 40,378 were accounted for through the school swimming program. The remainder, 62,520, attended for recreational purposes.

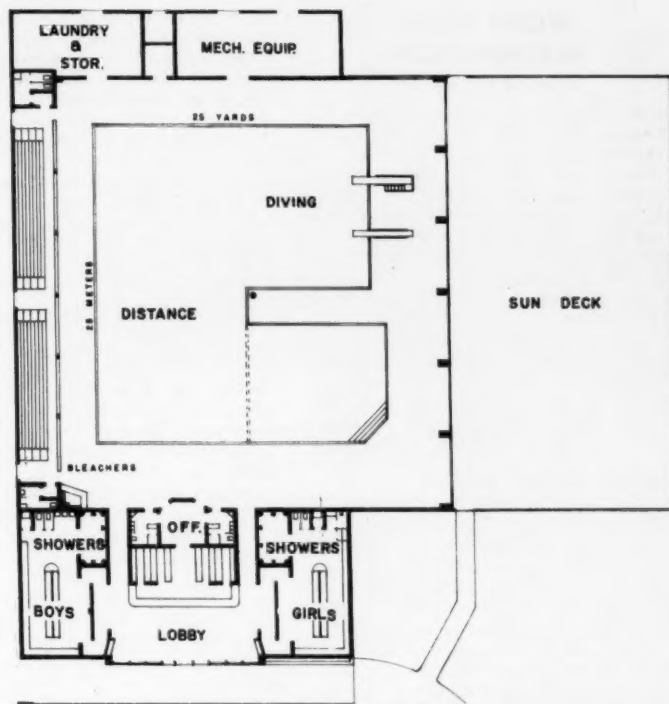
During the school year, every youngster from the fourth grade through high school receives the equivalent of one hour of instruction per week. With very minor exceptions, all of these children can swim. As they continue in the program, their skills increase.

Three on Staff

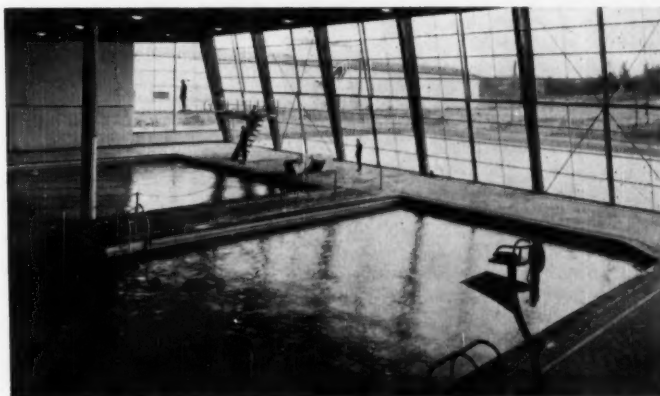
A manager and two custodians constitute the permanent staff. Personnel from the Physical Education Department at the secondary level and selected teachers from the elementary level man the pool with their classes during the school day. At other times, personnel needed for guarding and the like is composed of older students and adults working on a part-time basis.

Other communities contemplating a similar arrangement should do so knowing that the cost of operation is not likely to be met through public use of such a facility. It costs this district approximately \$35,000 to operate the pool for a year. The most optimistic goal that can be set for income is \$15,000. Greatest patronage comes from youngsters 12 years of age and under, and at 15 or 20 cents, it takes several to equal a dollar. The facility comes close to breaking even during the summer months but operates at a considerable loss at other times.

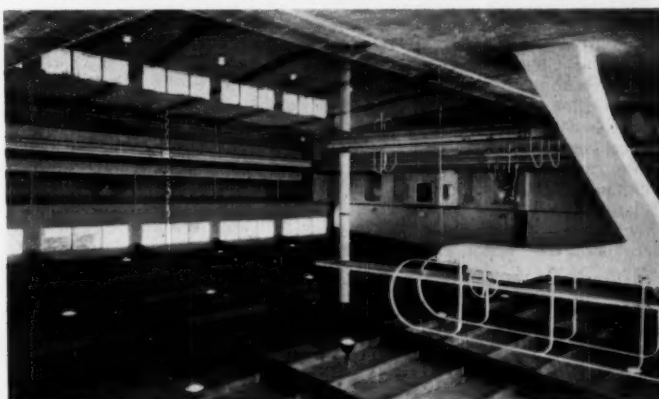
The community has been much pleased with its investment of \$360,000. It feels that some lives have been saved. Its physical education program has been greatly strengthened. The community recreational facilities have been improved for all age groups. The business community is of the opinion that the pool has been a stimulant to trade. All concerned feel that the facility has contributed toward making North Bend a more attractive place in which to live. ■



Above, a floor plan of the North Bend swimming pool.



Interior views of the pool. Above, heated air at the perimeter eliminates condensation on glassed areas. Below, bleachers in the right background serve for waiting parents and spectators.



WORD FROM WASHINGTON

(Concluded from page 35)

task force was in charge of Louis H. Conger, Jr., Chief of the Reference, Estimates, and Projections Section, in this Branch. *National Goals in the Staffing and Construction of Public Elementary and Secondary Schools* will not be made available for public distribution until it has been further revised and reviewed.

Replying to a question at the April 12 meeting, Secretary Flemming indicated that the Office of Education would also undertake a study of methods of financing the school goals proposed but set no date. Preliminary papers on the staffing and construction needs of higher education are in the drafting stage.

Raising Teachers' Salaries

"To provide teaching staff salaries in keeping with the (recommended) national goals will require, by the year 1963-64, average salaries 50 per cent higher in purchasing power than those prevailing in 1958-59" according to the U. S. Office of Education study.

Their report emphasizes, however, that "the national goal of raising salaries 50 per cent to an average of \$7,439 (from \$4,935 within five years) might work out quite differently in different states and school districts (since) many districts which are near or have already reached this average figure would wish to retain their competitive advantage by keeping salaries above the national average (and) in regions now far below this average it might actually be necessary to double average salaries."

A table listing the average salary per member of total instructional staff by states in 1957-58 shows them ranging from a high of \$6,071 in New York State to a low of \$2,698 in Mississippi.

Commenting on the proposed 50 per cent increase at the meeting with national organization delegates Assistant U. S. Commissioner of Education Ralph C. M. Flynt who co-ordinated the work of the O.E. task forces said: "Teachers salaries have been going up at approximately four per cent a year for the last five years. However, if we allow this rate to continue it would require 13 years to bring the teachers' salaries to \$7,400. We believe the educational program cannot wait 13 years to be in a competitive position" with other occupations requiring comparable qualifications.

Declaring that "it will be necessary for the nation to spend 2½ times the percentage of personal income which has been expended in the last five years, during the next five years, for teachers salaries in order to achieve this goal." Mr. Flynt called such action "a challenge that the nation cannot afford to ignore."

During the succeeding five-year period (1964-65 through 1968-69) the study tentatively suggests that the proposed \$7,439 national average salary be increased by 2 per cent annually, urging that a re-evaluation of this goal be made

in 1963-64 in the light of the existing manpower situation.

The aggregate national cost of achieving these recommended salary levels is placed at approximately \$120.5 billion for the ten-year period, with \$50.6 billion required for the first five years and \$70.0 billion for the second five-year period. The increase would reach a peak of \$15.0 billion in 1968-69 as compared with a total expenditure for instructional staff salaries of \$6.9 billion in the 1958-59 school year.

Stressing that "the quality of our entire educational program turns on the quality of the teacher," the goals document further estimates that improvements in the recruiting and professional development of teachers "could well account for expenditures over a billion dollars in the decade ahead, although initial efforts stimulating this effort might cost much less."

In explaining this aspect of the report, Ralph Flynt, the Assistant Commissioner for Legislation and Program Development in the U. S. Office of Education, remarked: "In addition to the salary scale, we have drawn attention to the fact that we cannot expect the American public to expend these vast sums of money without the education profession guaranteeing that the quality of the teachers will be improved. We must have better selection, pre-service training, and in-service training."

To attain the national goal for school facilities will require the construction of an estimated 607,600 classrooms during the decade 1959-60 through 1968-69, 416,600 of which will be needed during the first five years in the opinion of the Office of Education's school goals paper.

Pointing up the extent of the lag, this study says that if the rate of classroom construction of the last two years "were to be maintained, which . . . may be questionable, and if the construction were redistributed among the states as needed, then a rate of 70,600 a year for five years would produce 353,000 classrooms, leaving a backlog of 63,600 classrooms in the Fall of 1964."

To obtain the number of new classrooms needed in the ten (school) years ahead, will entail a total capital outlay expenditure of \$25.5 billion in dollars of 1959 purchasing power the O.E. goals document forecasts.

Reporting that capital outlay expenditures for schools are traditionally financed by issuing long-term obligations their study relates that "if these same methods are used to finance the schools needed in the decade ahead, the total revenue that must be raised to provide these schools and to service the debt already existing may be estimated at \$26.8 billion over the next decade."

It further concludes that "of this \$26.8 billion, about one-half is needed for debt service on classrooms already constructed by 1958-59." That is why Assistant Commissioner Ralph Flynt commented: "We believe that we cannot concern ourselves with the problem of construction without concerning ourselves with the problem of debt-service."

In this connection, however, when Secretary Flemming asked the participants in the conference at the Department of Health, Education, and Welfare on April 12 if the ten-year school construction goal of 607,600 classrooms should be financed by the same means by which school buildings have been financed in the past—the Administration's current federal school aid legislation assumes the traditional methods of school financing—no hands were raised.

The appendix of the Office of Education's study lists a number of assumptions which were used in determining the goals and computing their cost which there isn't room to cite here. Some of these were challenged by organization representatives in the discussion of the draft document.

Elizabeth Paschel, Associate Program Director of the Ford Foundation, for instance, noting the statement in the appendix that "no account is taken of possible changes in demand for instructional staff which might result from the use of mass media or the development of new concepts of staff utilization such as the use of teacher's aides," protested that the report had thus minimized the significance of experimental programs in television and other mass media which might make it possible for one teacher to serve many more students.

Her remarks in turn were countered by proponents of special education for slow learners and for handicapped students who were quick to point out that the smaller classes beneficial in such teaching would more than offset any gains stemming from mass-media utilization. Their viewpoint was supported by William Bristow representing the National Committee on Employment of Youth, who said that "in our City of New York we are not doing what we ought to do for 20 to 30 per cent of our youth who would not be aided by mass media but by individualized instruction."

Msgr. Edmund J. Goebel, representing the National Catholic Educational Association, was concerned about the assumption that "the proportion of lay teachers employed in the various parochial schools will remain constant."

Reporting that "at the present time about one third or one fourth of the teachers in private and independent schools are lay teachers, but that in the next ten years one out of every two, or one-half, would be lay persons," he commented that "it would become very difficult for these schools to maintain their staffs with that many lay teachers if they were to meet the salary levels proposed for the public schools in this report."

"If you price the private schools out of the market," he added, "you'd better be prepared to add about 200,000 classrooms to your estimate of public school needs."

Mary Condon, representing the Department of Rural Education of NEA, challenged as "too high" the ratio of 30 pupils to an elementary classroom used by the O.E. study in computing building costs. ■



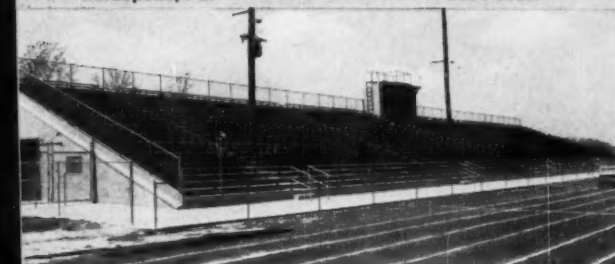
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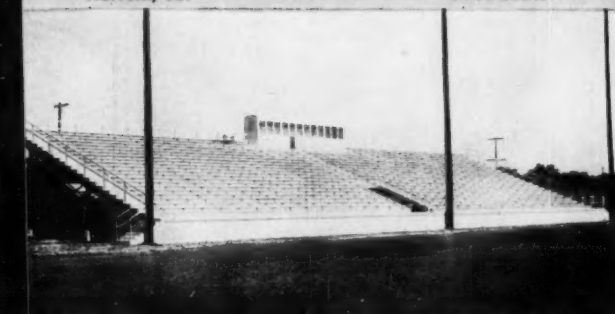
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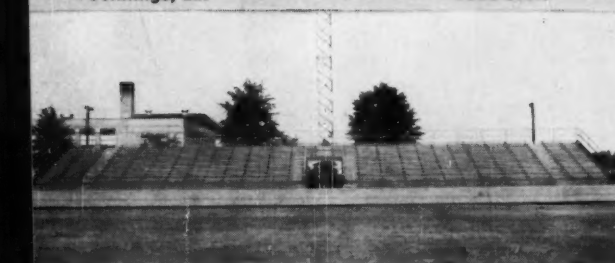
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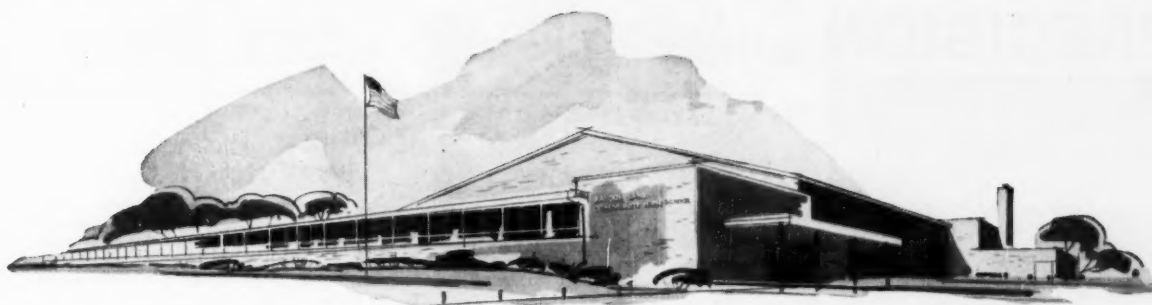
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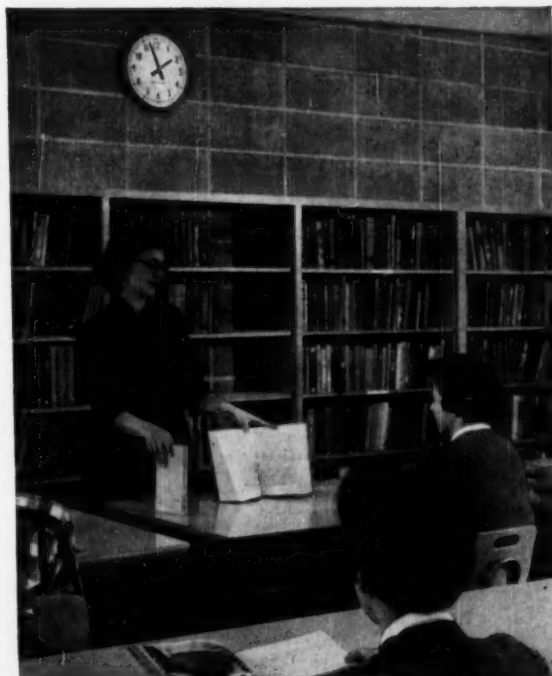
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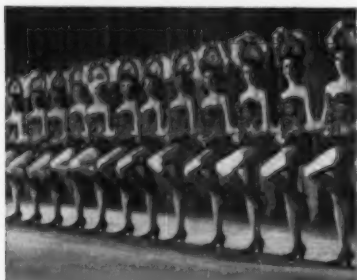
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Surveying the School Scene

NEW FEDERAL AID

New aid for federally impacted school districts has been voted by Congress this year. The aid reached nearly \$2,000,000,000 in the past 10 years.

The federal money goes to districts for teachers' salaries and school construction. The Administration wants to cut out a third of what the districts are entitled to receive, which would amount to about \$100,000,000. It is expected that Congress will refuse to make the cut. The aid is provided for districts which find it hard to make ends meet because they are deprived of taxable land or otherwise overburdened by federal activities.

REFUSES FUNDS FOR DESEGREGATION

The U. S. Senate, by a vote of 61 to 30, killed a Republican proposal on April 4, to furnish federal funds to state and local governments seeking to desegregate public schools. The defeat indicated that a Senate majority was opposed to any more major changes in the measure it drafted against racial discrimination in the South.

EDUCATIONAL LEVEL RISES

Five years of desegregation are reported to have brought a marked rise in the educational level of District of Columbia schools. The capital's schools were among the first to accept complete integration under the 1954 ruling of the Supreme Court.

The rise in academic standards, coinciding with a rise in the number of Negroes enrolled, is testimony, said Supt. Carl F. Hansen, to the capacity of the Negro pupil to respond to educational opportunity. He attributed the enrollment increase to social, economic, and political factors, rather than desegregation.

NEW TYPE OF SCHOOL BOND

A new kind of school bond of the leasehold revenue type has made its first appearance in investment markets. The issuer is the Pennsylvania State Public School Authority, an agency established in 1947 to help local school districts finance construction of new buildings.

The Authority thus far has been the money man for 398 elementary and high school projects, estimated to cost about \$250,000,000, and is slated to be called on to expend \$200,000,000 more.

It is proposed to switch the financing to the public market. This means (1) selling all new bond issues at public sealed bidding; (2) gradually refunding at public sale \$83,645,900 of bonds and \$76,154,500 of notes held by the School Employees Retirement Board and the State Employees Retirement Board.

The improved security offered by the new type of bonds consists in an open-end indenture that pledges as consolidated security for outstanding bonds the lease revenues of local districts participating now or in the future. The first issue will total \$16,022,000.

TEAM TEACHING STUDY

A three-year experimental study to determine the value of assigning subject specialists to teach intellectually gifted children has been begun by the elementary school division in 10 of New York City's elementary schools.

For the study, the elementary school division has assigned teacher-specialists in the fields of French, science, and music to 10 schools to help out in 26 classes. The specialists will work as a "team" with the regular teachers.

Dr. Philip E. Kraus, who is directing the Gifted Child Project, emphasized that this is not a "departmentalized" program, "but rather one that places an additional teacher at the service of the class selected for the experiment."

"The official teacher of the class does not leave the room when the specialist enters, but serves with her as part of a team in teaching the total program and in evaluating pupils' progress," he explained.

NEW PLAN ANNOUNCED BY TESTING SERVICE

A plan to improve the flow of information about students between high schools and colleges was announced by the Educational Testing Service. It will enable secondary schools to provide college admissions officers as well as employers with a "meaningful" picture of a student's total school performance—his grades, activities, interests, health record and personal characteristics.

Under the new method, which is known as the "Co-operative Plan for Guidance and Admission," information needed by college admissions officers and employers will be collected on a standard form for each student throughout his high school years. The information will then be sent to the testing service, where it will be transcribed and summarized by electronic "document readers." These machines can process hundreds of items about a student in a fraction of a second.

"The wonderful part of all this," said Dr. Henry Chauncey, president of the testing service at Princeton, N. J., "is that we are now able, through the application of electronic science, to focus our attention on the individual student and all that his school has learned about him."

"At a time when the sheer numbers of students moving through our educational system threaten to submerge the picture of individual performance, these new developments open up methods for strengthening and preserving individualized education."

STUDENTS CHECKED ON ACHIEVEMENT

In Nowata, Okla., a new program has been started by the guidance department so that students who enter college from the high school are followed for two years in academic achievement. The purpose is to insure better adjustment of students, and to give schools information on the evaluation of the curriculum program.

SCHOOL LAW CONFERENCE

The seventh annual School Law Conference will be held at Duke University, Durham, N. C., June 28-29. The theme of the conference is "Legal Aspects of School Boards."

Panel discussions will take up (1) Legal Powers of School Boards, (2) Legal Pitfalls of Boards, (3) Tort Liabilities of School Boards, and (4) Legal Aspects of Board Meetings. Well-known authorities in the field of school law will participate, including Lee O. Garber, University of Pennsylvania; Newton Edwards, University of South Carolina; Madaline K. Remmlin, Washington, D. C.

DISSATISFIED WITH EDUCATION BUDGET

New York, N. Y., school officials and teacher organizations have expressed disappointment at Mayor Wagner's proposed budget allotments for education. President Charles H. Silver said he intended to press for the full amount requested by the board for 1960-61. The board had asked for close to \$450,000,000 including \$25,000,000 for salary increases.

Teacher groups were outspoken in criticisms of the Mayor's budget, which allotted \$13,800,000 for pay increases. Additional sums were provided for pensions and other benefits.

The New York Teachers' Association held that the Mayor should add \$35,000,000 to the school allotment, of which \$10,000,000 would go for pay increases, and the remainder for other school needs.

Superintendent Theobald said that the system would continue its efforts to streamline its administration on a makeshift basis until necessary legislation could be sought next year.

ADOPT NEW POLICIES

Upon recommendation of Supt. L. M. Sullivan, the board of education of Boise City, Okla., has begun a new policy of ability grouping of pupils, calling the groups "convoys." The plan includes achievement testing throughout the system to be operated on a two-year trial basis. The junior high school has been discontinued as unsatisfactory and reorganization of the grades and high school has been effected on the 8-4 plan.

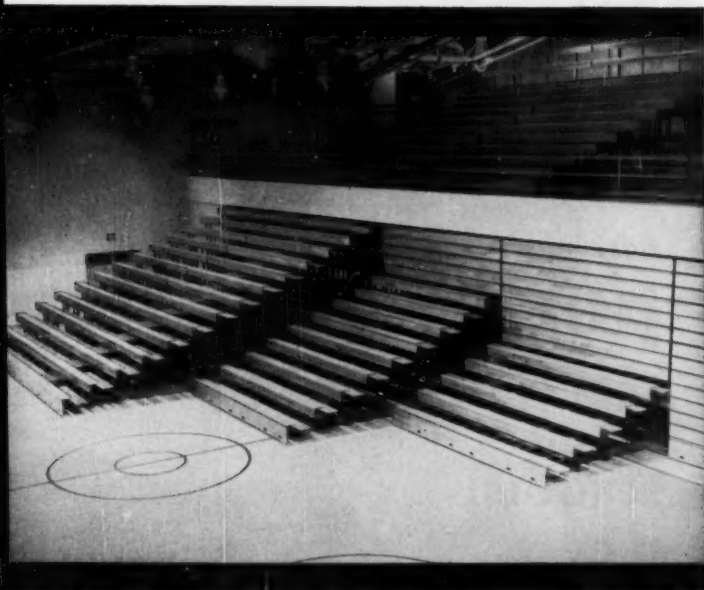
All policies are being updated, with upward revision of the educational planning, especially in the field of English. It is planned to require four years of English of all children and to make speech an elective.

An individual enrollment plan is being carried out in the high school, under the direction of Principal Fred Bar. Students enroll in courses according to ability and interest, following an hour of counseling and interview. The plan insures correct placement and works toward the improvement of schoolwork. It eliminates outside influence of other students.

SCHOOL BUILDING FILMSTRIP

The American Association of School Administrators has announced the 1960 School Building Filmstrip, containing ideas on school building planning. It contains photographs of new schools, floor plans, site plans, and interior and exterior photographs. For 150 frames, 35 minutes, the price is \$7.

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SPECTATOR COMFORT—Good sight lines from every seat. Ample foot and knee room; comfortable inclined seats.

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NEW BOOKS

Using Community Resource Persons in the Classroom

By Harold R. Bottrell. Paper, 32 pp. Gulf School Research Development Association, Houston 4, Tex.

This pamphlet offers a developmental pattern which is readily adapted and elaborated for use by groups of teachers. The training materials and procedures are presented in simple, elementary, step-by-step form as a part of readiness activities and experiences, through which the individual

teacher may find and use community resource persons in his classroom.

Procurement Program in Robbinsdale, Minnesota

By Arthur L. Newell, director of business affairs. Paper, 26 pp. Published by the Independent School Dist. No. 281, Robbinsdale, Minn.

This manual sets forth the basic policies which have been developed in Robbinsdale over the years for attaining uniformity in business practices as applied to the buying of teaching materials and school equipment. Methods and procedures are outlined so that co-operation and understanding between the buyer and vendors are basic to the comprehension of the procurement

program. The manual is divided into three main sections, including (1) the scope and sequence of procurement; (2) standard procedure for procurement; and (3) related and supplementary purchasing policies. The appendices include the requisition, request for price quotation, instruction to bidders, purchase orders, and follow-up on requisition or purchase order. The booklet is in reality a fine statement of a basic philosophy of buying with the educational welfare of the children as the first consideration and with continuous attention to economy and efficiency as concomitant elements.

Planning Your School Building Dollar

By Carl H. Stautz. Cloth, 119 pp., \$2.75. Chilton Company, Philadelphia, Pa.

This book argues that the long-range school building program is necessary in every community that desires to acquire and retain an educationally effective and economical school plant. In the immediate planning of a building, the long-range plan must be supported by a careful study of the current school population and economic conditions.

The book provides definite recommendations for invoking community participation, for employing and utilizing the services of competent architects, for carrying through the preparation of plans and the writing of specifications. The school board's purpose must envisage the resulting building as economical and within the ability of the community to pay, and educationally effective.

The author argues for a reasonable level of quality in construction materials so that ultimate economy will be achieved. A very effective chapter provides a check list of 68 points which the school board and the professional executive staff can use in carrying forward step by step the details of financing, planning, writing specifications, and supervising the construction of new buildings.

Do We Want Merit Salary Schedules?

Edited by Virgil M. Rogers. Paper, 71 pp., \$1.75. Syracuse University Press, Syracuse, N. Y.

While the majority of speakers and discussants at this "second annual workshop on merit rating in teachers' salary schedules" are mildly opposed to the idea, there is an unconscious acknowledgment of the fact that the factor of outstanding quality teaching service cannot be ignored as a solid means for raising the professional status of teachers. The report records progress in the methods used for determining outstanding merit and of rewarding such meritorious service.

Opportunities for Learning: Guidelines for Television

By Alexander Frazier and Harold E. Wigren. Paper, 79 pp., \$1.50. National Education Association, Washington 6, D. C.

This report presents the findings of a seminar group which found that too often educational programs overemphasize direct teaching, that there is too much answer giving and not enough question asking, and often there is little student involvement. The report suggests that more programs be built around the needs of the individual and small groups rather than mass audiences, and that flexibility in timing and scheduling be maintained.

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Many school systems have awarded soft drinks a place in food and refreshment facilities. There are three basic reasons:

1. DIETARY VALUE: Soft drinks are accepted in dietetic planning as an "accessory food." Like relishes, they accent the diet healthfully. Thus they add flavor and variety to menus that otherwise may seem routine.

Soft drinks provide 100 calories of food energy per 8 ounces in easily assimilable form—a helpful contribution during the school day to pupil alertness and interest.

2. WHOLESOMENESS: As you

know, the body loses $2\frac{1}{2}$ quarts of fluid each day. Soft drinks help restore body fluid balance. Carbonation adds zest and palatability. In addition, soft drinks aid digestion and stimulate appetite. Because they are liquid, soft drinks pass quickly through the mouth, with virtually no involvement in oral conditions related to dental problems. Recent dental research reaffirms this thinking.

3. SOCIAL VALUES: Availability of soft drinks within school limits at lunch time, and at social events encourages youngsters to stay on school property. Soft drinks can be an important aid in

fostering desirable behavior patterns. Social activity is more readily supervised and promoted.

These are some of the reasons why soft drinks have a place in the food and refreshment facilities of our schools where bottled beverages are easy to store, handle and serve economically. If the subject of soft drinks in schools comes before your Board, talk it over with your local bottler. He's a tax-paying businessman of the community, dealing in products which contribute to the local economy in the same way as other food products served on school premises. He's entitled to a fair hearing.

Let us send you more complete and thoroughly documented literature on the food, health and social values of bottled soft drinks. Write:

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PERSONAL NEWS

GEORGIA

Miss Ira Jarrell, superintendent of schools of Atlanta for 16 years, has announced her retirement to take effect July 1. Representatives of business, government, education, and civic organizations paid tribute to Miss Jarrell for her long years of service to the Atlanta schools. Under her administration community and coeducational schools were established, more than \$39 million worth of new schools were built, and the budget was increased from \$3 million to \$27 million a year. The school population has increased from 56,000 to 115,000.

MASSACHUSETTS

Supt. Dennis C. Haley has been re-elected to his third six-year term as superintendent at Boston.

MISSISSIPPI

C. N. Brandon, who has served as superintendent of schools at Columbus since September, 1929, is retiring on June 30. Mr. Brandon will be succeeded by James E. Goolsby, who was assistant superintendent.

NEW MEXICO

J. B. Greer, president of the Gadsden school board, has been elected president of the New Mexico School Boards Association.

NEW YORK

Francis J. Griffith, formerly principal of the Richmond Hill High School in Queens Borough, New York City, has been elected assistant superintendent of schools. Mr. Griffith entered the system in 1927 as a teacher. Subsequently he served as chairman of English at the Madison High School in Brooklyn, and as principal of the New Utrecht High School in Brooklyn. He holds a doctorate degree in education from Columbia University and an honorary degree in humanities from St. John's University.

PENNSYLVANIA



Alexander Ellsworth Ackley of Homestead has been a member of the Homestead school board for the past 37 years, and president of the board for the past eight years. Mr. Ackley was born at Ackley's Bridge in Green County, Pa., was a former railroader and is now serving as Homestead Borough secretary.



Solve the pupil wraps problem efficiently with Wallmount Coat and Hat Racks. Mount on any available wall space. Hat shelves and hanger bar adjustable on permanently attached columns to height for any age group. Double hat shelves and double row of spaced coat hooks accommodate 6 pupils per running foot. Basic 3' 2" or 4' 2" units interlock to make continuous racks to fit any space or capacity requirements.



Chalkrobe—combination wardrobe racks and chalkboard

Nos. B-3 & B-4 Wallmount—overhook rack . . . 3' 2" & 4' 2" length interlock

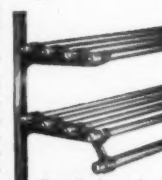
Corkrobe—combination wardrobe rack and corkboard

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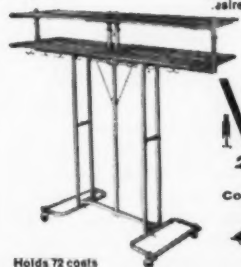


Aluminum Coat and Hat Racks

Tailored to fit any given open or closeted wall area. Smart in design and modern in "clear", "gold" deep etched anodized finishes and combinations. Quality built—closed-end aluminum tubing, rigidly held in cast aluminum brackets that are adjustable for height in dove-tailed mounting extrusions. Brackets also adjustable to any desired centers.



Detail shows how dove-tail extrusions (which mount on any centers) hold brackets at any desired height.



Holds 72 coats and hats

Wheels as readily as a small service cart. The Vee-P rack unfolds into a rigid 6' 6" long unit holding 72 coats and hats. Scientifically counter-balanced so that it can be set up literally in seconds and fold down for storage as easily as an umbrella. Built of square tubular steel with double hat shelves of closed-end aluminum tubes supported by cast aluminum brackets. Plated to assure permanent beauty. Quality in engineering, construction and finish. The most efficient equipment yet developed for dining and meeting rooms, stand-by equipment, etc. . . . for wherever the "load" varies.



Sets up with a sweep of the arms . . . in 2 or 3 seconds.

Wheels through ordinary doorways. 4' x 8' area stores racks for 720 people.

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ACCELERATION

(Concluded from page 13)

Policies concerning how and when to accelerate will vary in terms of local situations. For early entrance, school psychologists are needed to administer tests. If such aid is not available, children may be admitted at the regular time and promoted, perhaps almost immediately, upon the recommendation of the teacher. Most schools in these days use mental ability and achievement tests. Constant and systematic scrutiny of the results of these tests at all levels will help identify superior pupils who for some reason have not been noticed earlier. Whether the acceleration be done individually, by special groups, or by subjects, will depend upon the size and facilities of the school. The school entrance age, the fifth grade, and the senior high school years are especially critical periods for the development and maintenance of high motivation. A policy which encourages the setting aside of customary rules in order to care for the needs of the individual child at any time when these needs appear will save many gifted minds from disinterest and defeat. A policy which allows bright high school students to carry heavier loads not only saves their time but allows for higher scholarships as well.

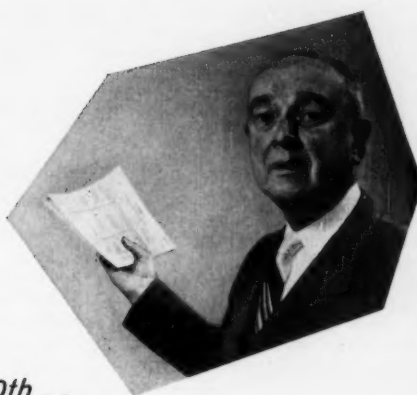
MERIT PLAN

(Concluded from page 16)

committee is to establish a system of continuous evaluation of the merit program. The recommended mechanics for this phase are in line with the functional democratic process of the preparatory and developmental phases.

The evaluation of the plan should be made annually. It can best be carried out by a joint committee of board of education, administration, and classroom teachers selected by their peers. The teachers so selected would constitute one half of the committee. This group would be charged with identifying weak areas in the plan and recommending changes. This will maintain the program and aid in its successful functioning.

The final step to be taken following the establishment of the plan is to publish all pertinent rules and regulations, salary schedule, effective criteria, and all other information concerning the policy in a merit handbook. All personnel are entitled to full knowledge of all the functional details of the plan.



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stains on shower floors and walls, scum deposits in the swimming pool, ink and rust stains on floors. Order after order, Pete finds Difficult Kleen has the same safe, high-powered stain removal action, never varying in strength or cleaning quality.



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*Maintenance materials for the School Building . . .
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NSBA REPORT

(Concluded from page 8)

In this area, an exceptionally well-received address by Ralph Lazarus, president of the Federated Department Stores and chairman of the Committee for Economic Development's subcommittee on education, cast two impressions: *optimism* over the "success story" of our handling of the schools' financial crises since World War II and *concern* over the "increasingly imperative" needs for consolidation and increased state and financial aid.

Mr. Lazarus defined these two needs by stating:

1. "Most of our states must make mandatory the 'immediate reorganization' of small school districts into effective

units of local government.' Our (CED) study showed that an adequate school program cannot be conducted by a school system having fewer than 2000 students."

2. To "pay for the bulk of the school increases that lie ahead . . . state governments (should) assume a larger share of school costs and that state aid be distributed through a 'foundation' program." Since local districts are limited to property tax—an insufficient source for meeting rising school costs—the state through non-property taxes must be utilized and should distribute funds through foundation programs specifying minimum standards.

In addition, "federal financial assistance should be made, limited to those

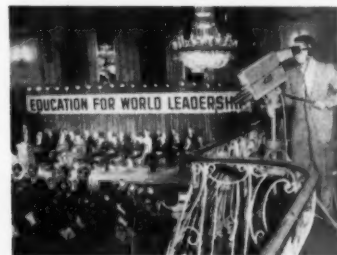
few states where personal income per public school child is substantially below the national average."

This CED federal aid view was not, however, seconded by voting NSBA delegates as they shelved a resolution

CONVENTION TELEVISION

With a near-capacity audience in the Conrad Hilton's 3000 seat grand ballroom, other NSBA delegates sought the cool comfort of 13 hotel function rooms and the adjoining Eighth Street theater where they watched and listened to general session speakers via closed-circuit television.

Weeks earlier NSBA executive director W. A. Shannon had consulted with National Audio-Visual Association officials about the space problem. NAVA advised closed-circuit television coverage of all general sessions. Four television equipment manufacturers co-operated on the project. The four: Dage Television Division of Thompson Ramo Wooldridge, Michigan



—Dage Photo

City, Ind.—cameras and control unit; Miratel, Inc., St. Paul, Minn.—monitors; Century Lighting, New York city—lighting; Giant View, Ferndale, Mich.—projection screen. Northwestern University School of Speech students operated the television cameras under the direction of Dage personnel who co-ordinated the program.

All television originating equipment used to cover the conference was part of the supplier's regular ETV line. The cost of the three cameras and control unit used at the convention at \$18,000. A two-camera system would cost \$15,000; a one-camera system would cost \$8,000; and a simple, direct-line automatic camera and receiver would cost about \$4,000.

Asked about the decision to televise meetings, Shannon remarked, "We felt it was a fine opportunity to provide school board members with personal experience in ETV and to give them a chance to make their own evaluations of programming quality." He added that he hoped delegates enjoyed their convention more as a result of the innovation.

supporting federal funds after animated debates.

The 1961 Convention

The attendance by the conferees at the meetings and the exhibits—which numbered a record 150-plus—and at the architectural display—which was new at this convention—presages well for a good 1961 convention scheduled for Philadelphia on May 4 through 6.

The new officers of NSBA include: Roy O. Frantz, Pueblo, Colo., president; T. C. Sargent, Swampscott, Mass., vice-president; Cyrus M. Higley, Norwich, N. Y., second vice-president; and Mrs. F. L. Paul, St. Paul, Minn., treasurer. ■



One Good (School) Leads To Another

"Rilco laminated-wood beams were an extremely successful part of the structure" in keeping the bid below the budget, says the architect. The beams saved time—"roof framing over one 10-classroom wing was erected by three pair of men in four days." And the inherent beauty of wood meant economy for "the laminated-wood beams were left exposed throughout the school." And the "town approved . . . we are now building another similar 20-room school."

But appearance and economy aren't the whole story. Rilco beams, arches and Rilco wood deck mean fire safety for schools, churches, industrial and commercial buildings.

There's a cost-saving Rilco member for every type of structure—engineered to your specification. For more information contact your nearest Rilco office.



Memorial elementary school, Burlington, Massachusetts
Architects: Edgar T. P. Walker and Theodore B. Hanna, Boston
Contractor: Joseph Rugo, Inc., Boston



Gymnasium beams are 22 ply with 53'2" span
Classrooms have 28'11" x 5 1/4" x 14 1/4" beams



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Multipurpose chair with many uses. Tablet
arm is rigidly secured to tubular steel
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lowers when chair is opened or closed.
7-Ply tablet arm comes with a natural
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(No. 101-TA) or with a tan birch plastic-
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is our popular non-tippable No. 101.
Folding mechanism is safety
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KRUEGER SERIES 900-E — quality tubular steel seating at low cost...

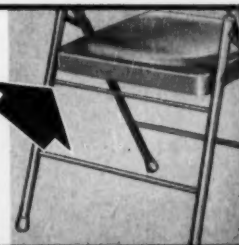
Few chairs offer so much for so little!
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NEW—added cross-brace increases STRUCTURAL RIGIDITY

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NEWS of PRODUCTS for the schools

MULTIPURPOSE DUPLICATING UNIT

Ditto, Inc., Chicago, has introduced a revolutionary Masterfax machine which performs four office functions: it makes direct spirit process masters, offset masters, facsimile copies, and it laminates. To make direct spirit masters, material to be duplicated can be typed, written, or drawn directly on the Masterfax sheet, and inserted in the machine with a Masterfax carbon. Direct process masters can also be



Serves Four Needs

made from original copy not prepared on Masterfax paper, such as newspaper clippings, correspondence, and reports. In making offset masters, a paper mat is included with the original and carbon, then the assembly is placed into the machine. Within 15 seconds, an offset master is ready. The machine also does direct facsimile copying of black on white paper on any weight or grade of paper, including card stock, gummed labels, and even cloth. The machine will also laminate important reports and documents with a tough, protective plastic coating within a minute.

(For Further Details Circle Index Code 094)

COMMUNICATION SYSTEM

A new, five channel communication system for the school has been announced by Executone, Inc., New York 17. The SS4000 System, utilizing transistorized components provides two sound channels, electronic voice intercom, room-to-room telephone facilities, and time and alarm signals. The system features a miniaturized multiple time channel pegboard for tying-in class-



Transistorized Components

rooms with any one of six programs of time signals. Programs can be easily changed by moving a single cord on the front-accessible pegboard. The control center, offered as desk console or a rack, may be located in the general office or elsewhere in the school. Booster amplifiers, transistorized mixer unit, AM-FM radio tuner, four-speed record changer, and time and alarm signals are all located at the central control panel. In an emergency, the operator uses Emergency-All Page controls, which automatically overrides all other sound. The private telephone system provides for private conversation between teacher and office or conference calls. Send for full details.

(For Further Details Circle Index Code 095)

WASHFOUNTAIN WALL MOUNTED

The stainless steel foot-controlled Duo-Washfountain made by Bradley Washfountain Co., Milwaukee, Wis., may now



Wall Panel Styling

be supplied with a back panel which is an integral part of the unit. This panel extends the width of the bowl interior and is the height of the sprayhead.

(For Further Details Circle Index Code 096)

GAS-FIRED INCINERATOR

Samco Gas Fired Industrial Incinerator destroys all wet or dry combustibles such as garbage, milk cartons, sweepings, rags, paper, boxes, or cartons. Manufactured by Syrral Mfg. Co., Syracuse, N. Y., the units range in capacities from one to 25 bushels, and are suitable for use in schools and other institutions. Safety features are a pilot generator and a control valve that automatically shuts off in the event of a gas failure. The pressure blast burner, in addition to a secondary pilot burner, has an automatic timer that allows an attendant to preset the burning time from 5 min. to 2 hrs., with automatic shut-off. Debris can be emptied directly into the combustion chamber through a front door or raised top. Units are shipped assembled for easy installation, indoors or out, and connection with exist-

ing chimneys. Send for catalog giving full specifications.

(For Further Details Circle Index Code 097)

OPAQUE PROJECTOR

A new opaque projector from American Optical Co., Instrument Div., Buffalo 15, N. Y., is the AO Spencer Opaque 1000 Delineascope. It features all adjustments and controls located on the right-hand side for easy operation, a new optical pointer, and locking platen. The all-glass reflecting system combined with a 1000-watt bulb produce maximum screen lighting with a



Lightweight Model

clear projected image. A cooling system keeps the machine cool and protects copy from heat. Available in two models: High Speed, with an 18-in. focal length; and Standard, with a 22-in. focal length. Lightweight, sturdy materials are used in the projector to give it a total weight of only 29 pounds.

(For Further Details Circle Index Code 098)

FIBERGLAS CHAIR DESK

A versatile chair desk with a top that can be removed and/or replaced with a tablet arm, is made by Brunswick-Balke Collender Co., Chicago 5, Ill. The one-



Large Top or Tablet Arm

piece, large writing surface is made of melamine plastic in a parchment pattern. Seat and back is of Fiberglas construction. A one-piece understructure is free of cross bracing, thus providing complete leg freedom and ease of maintenance. Send for complete details on this newest addition to the firm's Contemporary Series.

(For Further Details Circle Index Code 099)

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MIRROR FOR HIDDEN VIEWING

A See-Thru mirror that reflects on one side and can be used for viewing from the reverse side, is made by Donnelly-Kelley Glass Co., Holland, Mich. The mirror is useful in experimental classes where unseen observations are desirable. The mirror functions best when installed with one side facing a more dimly lit place. When in the bright area, only reflections can be seen, but on the other side the viewer sees the room as if looking in through a window. The mirror is quarter-inch plate glass and offered in 25 sizes from 12 by 12 in. to 30 by 60 in. It is made with semi-transparent chrome alloy and has a transmission of 8 to 10 per cent with reflectivity of 50 per cent.

(For Further Details Circle Index Code 0100)

1960 DODGE SCHOOL BUS

The new 1960 Dodge S600 model school bus insures safety with such features as dual headlights and hydraulic brakes with up to 506.34 sq. in. of lining area, and a



For 66 Passengers

heavy-duty, extra-rigid frame. It accommodates 66 passengers. Body of the school bus is made by Superior Coach, Lima, Ohio. For more complete information, write to Dodge Div., Chrysler Motors, Detroit 31, Mich.

(For Further Details Circle Index Code 0101)

ELECTRIC SCOREBOARD

Three new electric basketball scoreboards and timers are available from M. D. Brown Co., Niles, Mich. Model 255-66 (pictured)



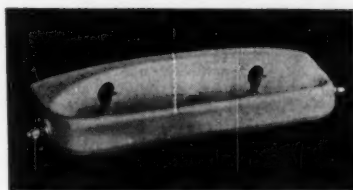
Lights Register Fouls

combines a 72 by 34 in. high scoreboard with a 36 in., translucent name panel for each team. The board registers progressively through 99 for each team and has four-period and one time-out indicator lights. Send for details on other models which have slight variations. Such optional accessories as panel for officials, special lamps, etc., are also available.

(For Further Details Circle Index Code 0102)

FIBERGLASS WALL FOUNTAINS

A new multiple wall drinking fountain, molded in colorful fiberglass with two bubblers, is now manufactured by Haws



In Decorative Colors

Drinking Faucet Co., Berkeley, Calif. Haws Model 10F fiberglass models are available in a selection of decorator colors at no extra cost. It has two angle steam fountain heads of chrome-plated brass. The over-all length is 39½ in. Shipping weight is 27 lb.

(For Further Details Circle Index Code 0103)

REFRIGERATOR-FREEZER UNIT

The new Series MU line of Koch Refrigerators, Inc., Kansas City 15, Kans., converts from a medium temperature refrigerator to a freezer cabinet with the simple exchange of a special plug. The unit can be installed as a medium temperature (38°) refrigerator; as freezer space is required, the plug can be lifted out and exchanged for a freezer plug. Cabinets have a heavy-duty construction that insures full insulation at any temperature. A wide range of cabinets in various sizes, colors, and finishes are offered. Units can be banked together to give the effect of a single unit. Cabinets are available with 1, 2, 3, or 4 doors. Send for catalog and price information.

(For Further Details Circle Index Code 0104)



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See Sweet's or the Yellow Pages

The Halsey W. Taylor Co., Warren, O.



Battery Wall Fountains



601



Pedestal
Fountains



Recess Wall
Fountains

COLORFUL CHALKBOARD

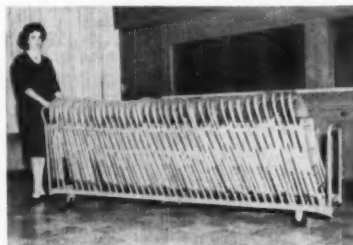
Chalkboard becomes more colorful and versatile with the recent introduction of Colorlith by Johns-Manville Corp., New York 16, N. Y. The lightweight, rigid material is composed of cement, asbestos, and selected pigments, formed under pressure into a colorful sheeting. The new sheeting provides a hard, smooth writing surface and the light reflectance required of chalkboards. Colorlith erases cleanly with little chalk build-up. It can be ordered with or without wood or metal trim and can be installed flush or recessed in a variety of functional, decorative arrangements. No

special wall construction is necessary. The hard, abrasive material can also be used for partitions, wardrobe panels, flush doors, and walls. This new chalkboard is available in brown, green, charcoal gray, and white for use as a projection screen.

(For Further Details Circle Index Code 0105)

CHAIR AND TABLE TRUCK

Buffalo Caster & Wheel Corp., Hamilton, Ill., announces a new line of trucks to move and store most types of folding chairs and tables. Models hold from 17 to



Chairs Can't Slide Off

120 chairs nested either upright or on their sides. All truck models have an adjustable end handle that moves easily and holds securely at any desired position even when the truck is only partially loaded. It prevents sliding or falling of unsupported chairs. The loaded truck can be easily stored in any low-clearance area. Write for further details.

(For Further Details Circle Index Code 0106)

FOR CLASSROOMS

Portable choral risers that fold automatically have been added to the series of portable stages and chair stands produced by Sico Mfg. Co., Minneapolis 24, Minn. Model 4200 choral risers can be folded and rolled to a 16½ by 54½ in. storage area,



Folds Automatically

by only one person. Each platform measures 96 in. long by 18 in. wide. The risers are made in two, three, or four platform units which fold instantly without latches, locks, or levers. Built to public grandstand codes, they have a 10-year guarantee. In use, the risers rest on direct-to-floor load bearing columns. In folding, four-inch rubber casters, two of which pivot, automatically lower to the floor. Decks are made of ¾ in. particle board bonded to ½ in. asphalt tile and secured to a welded steel framework. Units are produced in 8 in. rises, in heights of 8, 16, 24, and 32 inches. Heights of 40 or 48 inches may be ordered specially.

(For Further Details Circle Index Code 0107)

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63	Boulder Teachers Exchange 56	614	Minneapolis-Honeywell Regulator Co. 44 & 45
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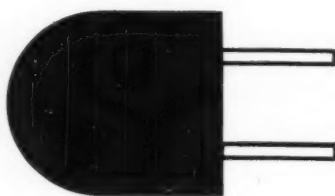
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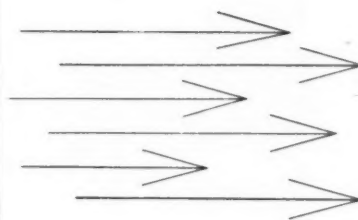




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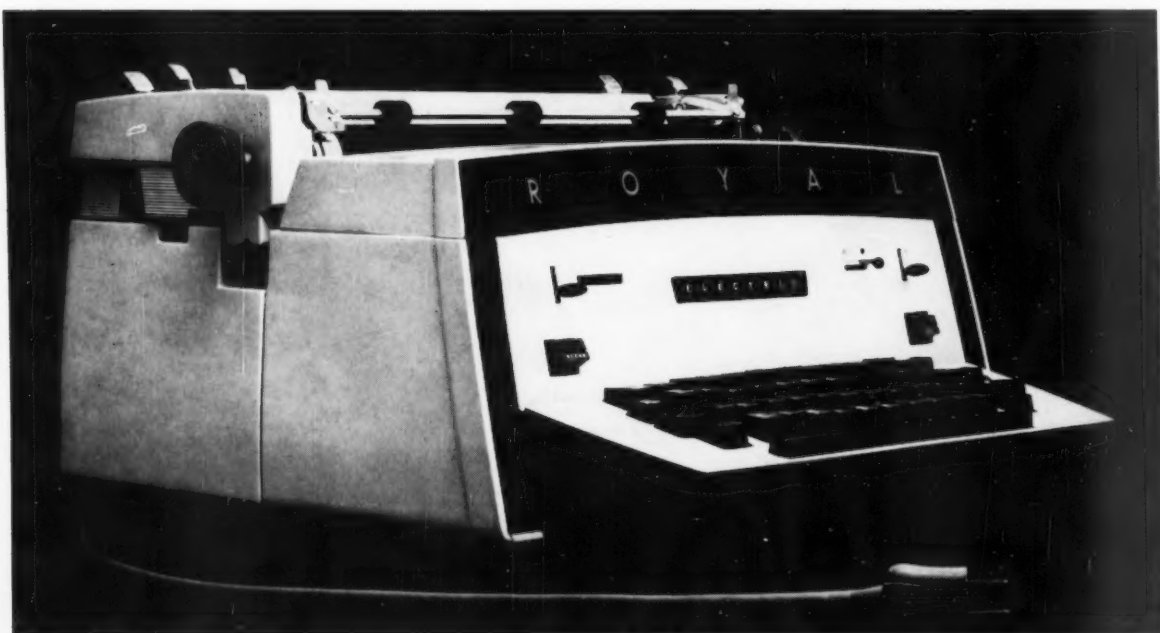
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